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ABSTRACT

A resource guide for teachers of Urdu, particularly in Britain, is designed to help them improve the conditions of Urdu instruction in a variety of ways, including pressing the local education authority for better educational provision, creating instructional materials, and making the best use of available equipment and techniques. The first of five sections looks at the status of Urdu instruction in the United Kingdom and indicates how teachers can influence language instruction policy. The second section covers lesson planning, techniques for teaching speaking and learning, designing communicative activities, assessing progress, teaching Urdu script, teaching writing with a purpose, and introducing reading for meaning. Section 3, on aspects of community and culture in classroom instruction, discusses the following topics: the relationship of language, religion, and culture; incorporating friends and family into classroom discussion; arranging visits and exchanges; selecting projects and topics; and planning for an event. This chapter also offers students an introductory taste of Urdu literature. The fourth section focuses on selection and design of instructional materials and use of appropriate instructional technology. Lastly, the fifth section looks at both student evaluation (testing needs and standardized tests) and teacher training. (MSE)

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URDU

Resource Guides for Teachers

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By
Sughra B Choudry Khan
and Marion Molteno

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RESOURCE GUIDES FOR TEACHERS

Series editor: Michael Buckby

Urdu / اردو

Sughra B Choudhry Khan
and
Marion Molteno

CiLT

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Acknowledgements

to *Ralph Russell*
for teaching us both,
and inspiring generations of learners with his own love for Urdu;

to *Ute Hitchin* of CILT
for her enthusiasm and practical help;

to *Urdu learners and teachers*
in Waltham Forest, Croydon, Lancashire, London and elsewhere,
for what they have taught us.

The patterns on the first page of each section are traditional designs for borders on hand-printed cloth in Panjab, Pakistan and Lucknow, India.

Contents

Page

Introduction 1
How to use this book

Urdu classes - For whom? Why? How? 3
Schools. Adult Education. The community. Making your needs known.

First principles 11
'What should I teach?' Planning lessons.
Speaking and listening. Communicative activities. Assessing progress.
Teaching the script. Writing with a purpose. Reading for meaning.

Community and culture 27
Language, religion and culture. Relatives and friends. Visits and exchanges.
Projects and topics. Working towards an event. Introducing literature.

Resources 34
'Where can I find materials to teach from?' Words around the classroom.
Learning games with pictures. Worksheets designed for your learners.
Using an overhead projector. Cassettes. Videos. Reading in everyday life.
Books ... what to get, and where
- *for younger readers*
- *for older learners*
- *from Pakistan and India.*

Typewriters and wordprocessors

Examinations and training 60
Who needs examinations? GCSE. Beyond GCSE. Teaching qualifications.
In-service training.
Urdu in Britain - history and issues.

Books for teachers 69

Index 71

Introduction

Urdu teachers in Britain today have one of the most difficult jobs anyone could think of. Most of us have had to fight to get Urdu teaching established in the first place; then we have had to train ourselves as best we could, for even those of us who are qualified and experienced teachers are unlikely to have been trained for this completely new teaching situation. We have had to design our own materials, and have then been discouraged to find that they don't seem to help our learners progress as fast as we had hoped. Many of us work unpaid, and have to teach in draughty community halls on Saturday mornings. Those who are employed in schools often feel unwelcome; they move from school to school, having to teach in the lunch hour, or at the end of the school day when children are at their tiredest.

When we were asked to prepare a resource book for Urdu teachers - something that would be of practical help in their work - we felt at first that it was an impossible task. What Urdu teachers need is money to fund new classes and pay salaries; ready-made teaching materials; training courses. To teachers who lack these most basic things, what could a short handbook offer? Then we decided that perhaps we could make it the kind of book that would show teachers how they could themselves attempt to change the difficult situation in which they have to work.

So that is what we have done. You will find in this book advice on how to press your Local Education Authority for better provision for Urdu teaching; on how to make your own teaching materials when there are no suitable ones to buy; on the kinds of equipment that are most commonly used by teachers of other languages in Britain, and which you should train yourself to use if you want to offer your learners the best chance to progress. There is guidance on the basic principles of language teaching, not only for those teachers who have had no formal training, but for those - probably the majority - who began teaching Urdu in India or Pakistan, and who need to rethink what methods are appropriate for learners in Britain.

We hope this book will stimulate you to try out some new ideas, and encourage you not to give up trying to improve your teaching, despite the difficult circumstances under which we all work. For only if we learn to teach effectively can we share the language we love with those who want to learn it.

We look forward to the time when the quality of Urdu teaching offered to young people in this country will be such that many more of them than at present will become fluent and confident speakers of the language, able to read and write for their practical daily needs, and eventually able to go on to taste some of Urdu's rich literary heritage.

Sughra B Choudhry Khan
Marion Molteno

London 1991

HOW TO USE THIS BOOK

This is not a long book, and we hope that you will read it all! But it is not the kind of book you need to read from the beginning. It is arranged in short sections, with one or two pages per topic. You can dip into it at any point, and use it to find the answer to what you want to know right now. Later you can return to look in more detail at other sections.

The topics are grouped under five headings:

URDU CLASSES - For whom? Why? How?
Outlines what Urdu teaching exists at present, and suggests how to press for better provision.

FIRST PRINCIPLES
Gives guidelines for teaching the basic skills of speaking, understanding, reading and writing, to people who have not grown up surrounded by Urdu influences.

COMMUNITY AND CULTURE
Includes ideas for broadening your lessons, so that learners take full advantage of the fact that Urdu is a language spoken in the community around them.

RESOURCES
Has ideas for homemade materials, books, and equipment that you can use to help learners get varied and lively practice.

EXAMINATIONS AND TRAINING
Describes the examinations which learners may want to prepare for, and training opportunities for you, the teacher.

Different aspects of the same topic may appear in two different sections:

*For example: **speaking and listening** appears under **FIRST PRINCIPLES**, but there are also ideas for speaking activities under **COMMUNITY AND CULTURE** and **RESOURCES**.*

FINDING THE SECTION YOU WANT:

- *Start by flipping through the whole book; each page has plenty of headings and subheadings so you can see at a glance what it covers.*
- *Use the **Contents** page to find the particular topic you want.*
- *If you can't find it there, try the **Index**. It lists all the key words and phrases we have used in the text; if you remember having read something somewhere in the book, but can't remember under which topic, the Index will help you find it again.*
- *The list of **Books for teachers** will give you the page on which details of each recommended book appears, and **Finding out more** does the same for useful organisations.*

URDU CLASSES

FOR WHOM? WHY? HOW?

Urdu is one of Britain's major languages.
Anyone who wants to learn it should have the chance to do so.

Urdu is taught in ...

PRIMARY SCHOOLS	to 'withdrawal' groups, or as part of class activities	
SECONDARY SCHOOLS	as a modern language option in the timetable	
TWILIGHT CLASSES	in school buildings, but before/after school or at lunch hour	
ADULT EDUCATION/ COLLEGES	for English speakers:	spoken Urdu/Hindi
	for Urdu speakers:	basic literacy
		GCSE/'A' level
COMMUNITY ORGANISATIONS	in mosques:	with Islamic studies
	in community centres:	language classes

There has been great progress in the 1980s, but there is still a great deal to be done before good Urdu teaching is available to all who want it. It is part of our job as Urdu teachers to press for more Urdu teaching, more training, more resources.

Arguing for better provision is easier if you know what happens elsewhere:

* Use every opportunity you can to meet teachers of Urdu and other community languages.
* Ask them what is available in their area, how it is organised, etc.
* Learn from their experience - use their good ideas - and share yours!

URDU IN SCHOOLS

Why teach Urdu in schools?

Isn't it the job of the community?

It doesn't work, teaching languages in primary school.

Secondary school? But shouldn't they be learning French?

Anyway, why **Urdu**?

The script is too hard - they won't cope.

How do you respond to questions like these? Try to support your arguments ...

Ask your pupils! Here are some reasons pupils have given. Add others from your own experience.

I want to learn Urdu because ...

I want to talk to my relatives.

It will help me in my career.

Urdu is beautiful.

It helps you understand another culture.

I can use it tomorrow, down the road!

Research shows that:

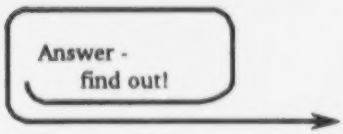
- children from **bi-lingual** homes learn more confidently if they are encouraged to develop the language of their home and community.
- pupils from **mono-lingual** homes (only one language) benefit from learning a second language - one used around them in daily life.

To find out more, read:

David Houlton et al, *All our languages - a handbook for the multi-lingual classroom,* Edward Arnold, 1985.

Marion Molteno and Ralph Russell, 'Community languages' in *Languages in schools: from complacency to conviction,* (ed.) David Phillips, CILT, 1988.

'We'd like to offer Urdu, but ...'
How do we know there will be enough demand?'

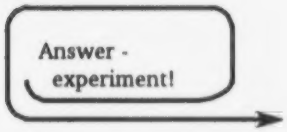


1. Do a **language survey** to find out which languages pupils in the school have contact with at home.
2. Ask the pupils whether they're interested.
3. Send a letter home to parents (**all** parents) and have a meeting to answer questions.
4. Try it and see!

FACTS TO FIND OUT IN YOUR AREA:
Has your Local Education Authority done a language survey?
How many pupils come from homes where Urdu/Panjabi are used?
How many learn Urdu **out** of school hours?
Do their schools offer Urdu?
If not, why not?

Write to other Local Education Authorities where you have heard that Urdu teaching is provided.
Ask for information - and tell people in your area! Address your letters to the Chief Education Officer.

'... But when will we teach it?'



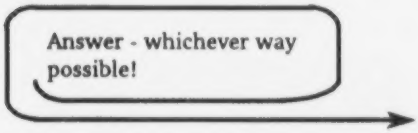
Here are some examples from primary schools:

1. Teach whole classes, including children who do not know any Urdu ..... during the school day
2. Teach groups of children who are interested ..... during the school day
3. Teach groups of children ..... before/after school, during lunch hour

(What are the disadvantages of this arrangement?)

Try and persuade the school to start with option 1!
Get parents and governors to support you.

'... But how do we begin?'



Here is an example from a secondary school:

Bilqis Khan was appointed as a History teacher to a school with many pupils from Urdu/Panjabi speaking backgrounds. She used Urdu with them in conversation, and found they were embarrassed by the fact that they could not reply fluently. Some of them asked if she would teach them. She approached the Head to see if her timetable could be adjusted to make this possible. The Head said *'We'd like to, but ...'*.
Bilqis started teaching Urdu in twilight hours, voluntarily, to prove there was a demand. She received a good response - talked to influential members of staff, attended all curriculum meetings, got agreement for her pupils to do a presentation about learning Urdu in assembly and got their parents to write to the Head.

That was in 1985. There are now over 100 pupils learning Urdu. Bilqis teaches Urdu half her time, in school time, and a peripatetic teacher from the Multi-cultural Service is attached to the school two days a week.

'... But there's no room in the timetable!'

Answer - not true!

It can be offered as a first foreign language:

The National Curriculum list includes Urdu - that means that pupils can study it as their main modern language provided that they are also given the option to learn a language of the European Community.

Many secondary schools offer a second modern language.

Why not Urdu?

Here are some examples of how it is fitted in:

<table>
<tr><th></th><th>1st year</th><th>2nd year</th><th>3rd year</th><th>4th/5th year</th><th>6th form</th></tr>
<tr><td>school A</td><td colspan="3">taster lessons in French, Urdu, Spanish; then all do French + 1 other language</td><td rowspan="3">choose 1 or 2 languages for GCSE</td><td rowspan="3">continue any language to 'A' level</td></tr>
<tr><td>school B</td><td>half do French
half do German</td><td colspan="2">all add a 2nd language:
Fr/Ger or Urdu</td></tr>
<tr><td>school C</td><td colspan="2">all do French</td><td>can add Urdu or Panjabi</td></tr>
<tr><td>school D</td><td colspan="3">choose French or Russian</td><td colspan="2">can add Urdu</td></tr>
</table>

WORKING TOGETHER FOR CHANGE

Trying to change things alone is difficult and discouraging.
It's important to find others who share your aims.

ALL (Association for Language Learning) offers support to teachers and holds annual conferences. 16 Regent Place, Rugby, Warwickshire CV21 2PN.

NCMTT (National Council for Mother Tongue Teaching) - holds conferences on matters of importance to teachers of all community languages. Contact address: Mr Ali Haouas, 2 Oulton Road, London N15 5PY.

NATECLA (National Association of Teachers of English and other Community Languages to Adults) - active groups in all regions; annual weekend study conference; termly journal **NATECLA News**. Hall Green College, City Annexe, Floodgate Street, Birmingham B5 5SU, tel: 021 778 2311 x290.

URDU IN ADULT EDUCATION

COURSES FOR ADULTS - WHO NEEDS THEM?

In every city with a sizeable Panjabi/Urdu speaking population, there are adults who want to learn Urdu.

'I want to learn...'

to speak properly — My parents are Pakistani. I understand Urdu but never had the chance to learn it in school.

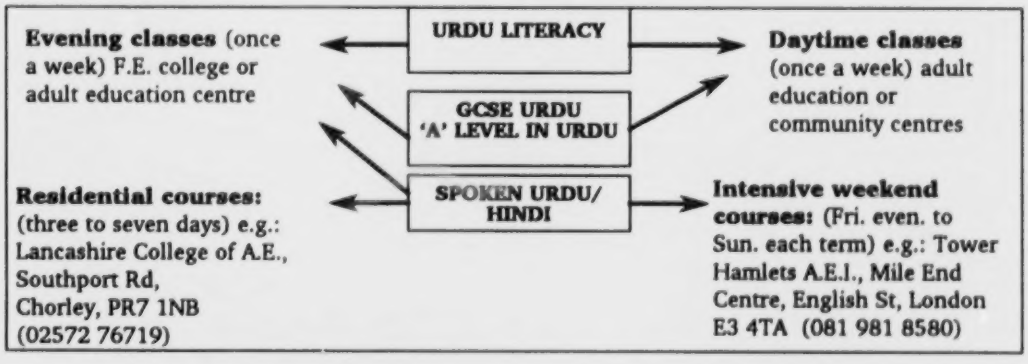
to read and write — In my village in Pakistan girls didn't go to school for long. I've always wished I could read and write.

to speak to people I meet — I work in a hospital and meet many South Asians. Now I've started learning Urdu I can communicate with them much better.

to do an exam — When I was still a child I stopped going to mosque classes because I was bored, but now I really want to learn Urdu properly.

WHEN ? WHERE ? HOW OFTEN ?

Here are some examples of different arrangements to suit different needs:


URDU LITERACY
GCSE URDU
'A' LEVEL IN URDU
SPOKEN URDU/ HINDI
Evening classes (once a week) F.E. college or adult education centre
Daytime classes (once a week) adult education or community centres
Residential courses: (three to seven days) e.g.: Lancashire College of A.E., Southport Rd, Chorley, PR7 1NB (02572 76719)
Intensive weekend courses: (Fri. even. to Sun. each term) e.g.: Tower Hamlets A.E.I., Mile End Centre, English St, London E3 4TA (081 981 8580)

IF THERE IS NO SUITABLE CLASS ... then help to set one up!

1. First check the College/Adult Education prospectus to see
   what courses are offered,
   which kinds of learners they cater for.
2. Talk to the head of languages department } in your local college
   the ESL organiser } or adult education centre
   centre heads/principals }
   multicultural/language advisers
3. Get the people who want Urdu courses to write letters asking why there are no suitable Urdu classes for adults.

TRAINING YOURSELF

Teaching adults is not the same as teaching children!
Get help from the following books:

Spoken Urdu for English speakers:
Ralph Russell, *A new course in Urdu and spoken Hindi* Part I + cassette
Publications Dept, SOAS, Thornhaugh Street, London WC1H 0XG.

Literacy for adult beginners:
Nirali kitaben - (wide range of readers + teachers' guide)
6 Empress Road, Box 5014, Lahore, Pakistan.

URDU IN THE COMMUNITY

The majority of children who learn Urdu at present do so in classes organised by the community. Here are some of the reasons:

I want my children to be taught Islam as well as Urdu.

There aren't many Urdu speakers here, so we have to provide our own classes.

We **are** the community and we want to teach our culture the way **we** think is best.

The authority's not very helpful so we run the classes ourselves.

Community classes can provide:

- A longer period of time for study, e.g. half a day on a Saturday.
- A healthy 'community spirit' exemplified through community adults organising and teaching etc.
- A stronger link between language, culture and religion - the community is free to teach what they feel is most important.

Community classes should be fun! → See pp 28-31 for ideas.

Difficulties?

Some organisations seem to get involved in internal politics.
If this happens try not to get too disillusioned - encourage your colleagues to work collaboratively for the sake of the children. If life becomes too difficult, why not start your own group?

GET THE LEA TO SUPPORT YOU:
These are ways classes can be supported:

1. Use of school premises - free of charge or at minimal rates
2. Grants for resources - books, papers, etc.
3. Teacher's pay - e.g. adult education part-time rates
4. In-service training for teachers

Action:

→ Get together with teachers of other community languages to press your LEA for better support. You'll be more effective together than by arguing for Urdu alone!
→ Contact important people (see p10).
→ Get more information/ideas about community classes.

MAKING YOUR NEEDS KNOWN

'All languages are equal ... but some are more equal than others'

Where Urdu is taught in a school, college or adult education centre, it should be on the same basis as any other language. Teachers of other languages can expect the following - tick those which apply to Urdu:

Are Urdu teachers

1. paid, according to their qualifications? ☐
2. full members of staff, included in staff meetings? ☐
3. part of the Languages Department? ☐
4. given a fair share of its budget for books and resources? ☐
5. able to use facilities for reproducing materials? ☐
6. given opportunities for in-service training? ☐

Pupils learning a language like French can expect the following - tick those which apply to pupils learning Urdu:

Can they study Urdu

1. as a language option, within the timetable? ☐
2. with all teaching during school hours? ☐
3. without having to give up a subject like science? ☐
4. without discouragement from other teachers? ☐
5. regardless of whether it is their home language? ☐

'If not, why not?'

Here are some reasons you should NOT accept:

- ★ *'We're short of money for books.'*
- ★ *'Our in-service budget has been cut.'*
- ★ *'The timetable's full - we can only fit it in at lunchtime.'*
- ★ *'This is the only free room - I'm sorry it's so small and airless.'*
- ★ *'GCSE is too near - they should concentrate on the important subjects.'*

These may all be real problems - but there is no good reason why **Urdu** teaching should be disadvantaged. Is the French teacher also expected to teach after school because the timetable is complicated?

You may decide to accept a less than satisfactory arrangement temporarily, to get things started; but you will be letting your learners down if you do not continually press for equal status for Urdu.

WHO DECIDES?

Education is the responsibility of Local Education Authorities - LEAs. If enough people in your local area think Urdu teaching is important, you can together influence your LEA to make better provision.

Here is a quick guide to the main decision makers in education:

- get advice from someone in your LEA about which committees/officials should be consulted about which questions
- be realistic about what you can expect from particular individuals
- don't just complain about problems - suggest clear solutions.

IN YOUR AREA

1. **COUNCILLORS** on Education Sub-Committee → decide education **policy** for your area, vote a budget (money to pay for it).

Councillors are elected - they will want to get your votes. They are likely to listen only if they think there are enough people who share your views. Show your strength - work together with people from other language groups!

2. **EDUCATION OFFICERS** - employed by the LEA. They have to work within the policy and budget decided by the councillors. But they can influence what is taught and how money is spent. So can all the following:

ADVISERS
Languages, Primary, Multi-cultural

PRINCIPALS
Further Ed. College, Adult Education

HEADS
Schools

CO-ORDINATORS
Multi-cultural/ESL

HEADS OF DEPT.
Languages/ESL

CENTRE HEADS
Ad. Ed. Centres

3. **GOVERNORS** (including parent governors) are supposed to represent the local community. Get to know those on your school/college governing board, and try to make sure your community is represented! Through LMS - Local Management of Schools - the governors of each school will make a lot of decisions about money, and about what is taught.

NATIONAL GOVERNMENT

POLICY

MINISTER OF EDUCATION - decides education policy in the national curriculum
e.g. 'All pupils will learn a first foreign language for five years' (see p 6).

DES (Department of Education and Science) - DES reports tell LEAs what the national government expects them to do. Read the reports on Modern Languages, and English; see what they say about languages like Urdu, bi-lingual pupils, etc. Use the points you agree with to press your LEA to carry out DES recommendations.

HMI (Her Majesty's Inspectors) - inspect schools and advise government. If they visit your area, make sure they know of your activities and needs.

MONEY

LEAs can get extra money for projects that fit in with government policies:
Find out who in your LEA is responsible for applying for these grants.
Ask them to include projects which help Urdu teachers and learners.

DES grants - **LEAGST** (A grant to LEAs for inservice training for teachers)
ESG (Education Support Grants for short-term projects)

FIRST PRINCIPLES

'What should I teach?'

When will they need to use it? → e.g. with relatives, in Pakistani shops, in class.

i.e. in what **SITUATIONS**?

What do they need to do when they're using Urdu? → e.g. apologise, enquire, agree/disagree

i.e. what **FUNCTIONS**?

What types of sentences are needed to say those things? → e.g. معاف کیجئے۔ میں آنہیں سکتی۔

i.e. what **STRUCTURES**?

Am I giving them practice in all 4 SKILL AREAS? → Listening - Speaking, Reading - Writing

PLANNING LESSONS

Look at course books for other languages which are arranged using situations, functions, and structures - and include a variety of activities for speaking, listening, reading and writing. Use their ideas in planning your own lessons.

Plan ahead - which topics/situations/functions/structures will learners cover by the end of three weeks? half-term? the term?

Repeat new words, new structures so that learners gradually get more confident using them. But find new ways to practise them to keep lessons lively!

Avoid long lists of words (colours, parts of the body, animals, etc). No learner needs to use these words all at once. If they don't use them soon after learning them, they'll just forget them!

WHAT?

Choose a **topic** they'll find interesting, e.g. Hindi/Urdu films
and a natural **situation** in which to talk about it,
e.g. among classmates.
Think realistically - what might they want to say?

Did you see 'Shola'?

It was great!

I didn't like it. Too much fighting.

I liked that bit where they were arguing...

There weren't enough songs.

Select one or two **functions** to practise, e.g. expressing opinions
What **structures** (= sentence patterns) will be helpful to them?

e.g. Basic level مجھے بہت پسند آیا۔

More advanced مجھے وہ حصّہ پسند آیا جب وہ .....

Books to help you plan:

If you learnt Urdu as a child, you probably speak correctly without being aware of which sentence patterns you use. You can't expect your learners just to 'pick it up' - they don't hear it as much as you did. You need to learn the structures (repeated patterns) that will help them speak more fluently:

See Ralph Russell, *A new course in Urdu - Part II Outline of grammar and common usage*
and Alison Shaw & Ralph Russell, *Teacher's guide to a new course in Urdu.*
Available from SOAS (see p 7).

HOW?

Presentation - How will you introduce the topic?

e.g. ★ Show a short video extract?
Talk in English about films they've seen?

Learning the basic language needed - How do they know what to say in Urdu?

e.g. ★ Teacher asks learners for words/sentences.
Teacher asks learners questions, then gets them to repeat questions/answers.

Activities - How will you give them enough repetition to become fluent, without it becoming boring?

e.g. ★ Practise conversation in pairs/groups (teacher listens, corrects).
Use a cassette recorder - they record conversations, listen for errors.

Reinforcement - Getting them to use (and remember!) what they've learnt.

e.g. ★ writing out conversation
getting it corrected
reading it in pairs

e.g. ★ one pair performs dialogue - others listen and suggest amendments

e.g. ★ reading something using similar sentence patterns

MATERIALS?

For each stage of the lesson - what materials will you need?

Video? Cassette recorder? Cue cards? Sentences on worksheet?

For more ideas, see section on RESOURCES, pp 34-59.

اخبار
تصویریں
خطوط
ریڈیو
کہانیاں
اشتہار
ناول
نظمیں
گیت
رسالے
فلمیں
کیسٹ
ویڈیو
دعوتیں
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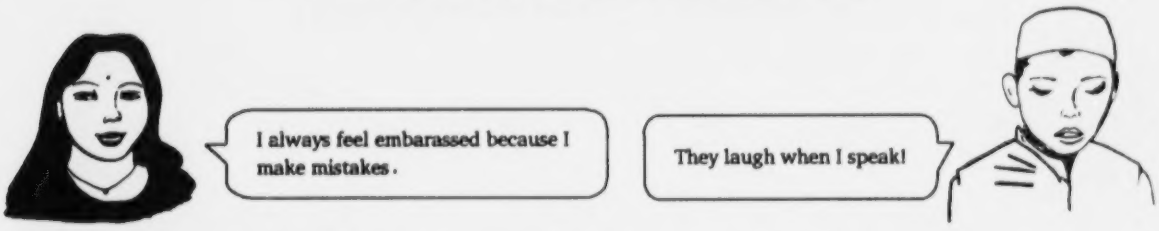
فلیش کارڈ

SPEAKING AND LISTENING



Many learners in Urdu classes hear Panjabi, rather than Urdu spoken at home. Don't assume they know how to speak Urdu. You have to teach them how to develop their confidence step by step!

- Make sure the language is at the right level for the learners.
- Use simple and transferable patterns, e.g.

میں مریم ہوں
میں طالب علم ہوں

- Use lots of repetition.
- Repeat the same structures in different situations.
- Grade the activities from simple and controlled work to more difficult tasks in which learners make up what they want to say.
- Use situations that are interesting and relevant for the learners.
- Allow for practice in different ways, e.g. pairwork, groupwork, roleplay, games, information-gap exercises, etc.

DIFFERENT WAYS TO PRACTISE THE SAME SENTENCE PATTERN

Example: Hasina's daily routine (using pictures as prompts)

1. Ask questions about her daily routine, e.g. یہ کتنے بجے اٹھتی ہے ؟
2. Learners ask each other questions, e.g. یہ کتنے بجے سوتی ہے ؟
3. Have a set of cards with pictures of Hasina's routine. A thinks of a card and others have to guess the one A is thinking of.

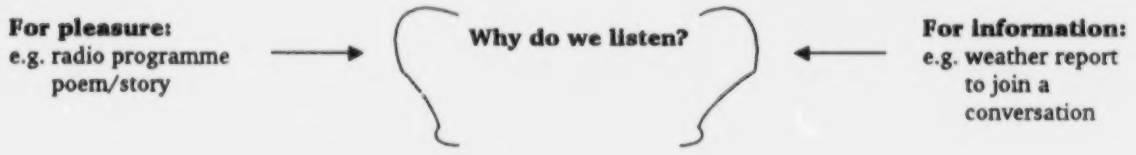
Own daily routine:

1. Ask the learners about their day. (الف) تم کتنے بجے سوتی ہو ؟
2. Learners ask each other, e.g. (ب) میں دس بجے سوتی ہوں ۔
3. Put the times learners get up, have breakfast, etc on a chart. Learners ask each other questions about who gets up the earliest, etc. or describe another learner's day.

7.30	7.00am
8.00	7.30

Many more examples in the *Teachers' guide to a new course in Urdu*, by Alison Shaw and Ralph Russell. (See p 12.)

RESOURCES: pp 37-39, 44, 46, 49



Learners who come from a Panjabi background will often:

★ understand some Urdu but to varying degrees ★ not necessarily hear a lot of Urdu or understand it fully.

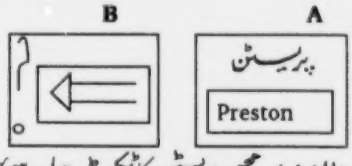
So what do we need to do?

GUIDED LISTENING ACTIVITIES

Guide learners' listening by asking:

1. different questions (multiple-choice, English/Urdu) e.g. کیا وہ برمنگھم جا رہا ہے ؟
2. how many times they hear certain words, e.g. بس ، جائے گی
3. what kind of mood the person is in and why?

If the learners have a good understanding, build on this to develop other skills such as speaking and reading:



1. Use visual clues to practise a dialogue
2. Put sentence strips of a dialogue into order
3. Find words beginning with certain letters, e.g. م، ج

(الف) مجھے پریسٹن کا ٹکٹ چاہیئے۔
(ب) کیا آپ کو سنگل ٹکٹ چاہیئے ؟

See K Dalvi and S B Choudhry Khan (eds.), چند مکالمے - *Urdu dialogues*, Waltham Forest Multicultural Development Service, 1989.

RESOURCES: pp 37-39, 44, 45-49

COMMUNICATIVE ACTIVITIES

We want our learners to be able to use the language in real situations. How can you give them practice in the classroom which is as close as possible to real life?

Early stages

In the early stages we can get learners to practise both answering and asking questions, e.g.

آپ کا نام کیا ہے؟

میرا نام عبداللہ ہے

But A probably knew B's name already.
Once you are past the basic stages, try to include activities where learners don't know the answers and have to ask to find out! This is real communication.

Information gap - finding out the answer

1. Put a screen between two learners or make them sit back to back - e.g. A describes a house and B draws a plan. A checks this (try a photo, map, monster).

2. A has a map with some information missed out but which B has on his/her map and vice versa. Each has to discover how to get to certain places which they then mark down on their map.

Role-play - almost real-life conversation

3. Learners can pretend they wish to enter the country and have to see the immigration officer. Each pupil has a role to play. (You could also try a school complaint about racism with parent, friend, teacher, governor.)

What do you think? - survey

4. Ask questions on topical issues, e.g. Should Pakistani children only be adopted by Pakistani parents? Each learner has a question and goes round the class asking others.

Useful books:

Pat Pattison, *Developing communication skills*, CUP, 1987.
A Wright, D Betteridge and M Buckby, *Games for language learning*, CUP, 1984.

ASSESSING PROGRESS

WHAT IS ASSESSMENT?

Assessment means seeing how things are going:

- You as a teacher need to assess your own teaching all the time...
  Did that lesson go well? Did they enjoy it?
- Learners need to assess their own progress...
  Can I do the things we learnt today? What do I need to revise?

Assessment is vital for good teaching and learning. You need to assess progress regularly, to help you plan what to teach next.

HOW TO ASSESS: 'CAN THEY DO...?'

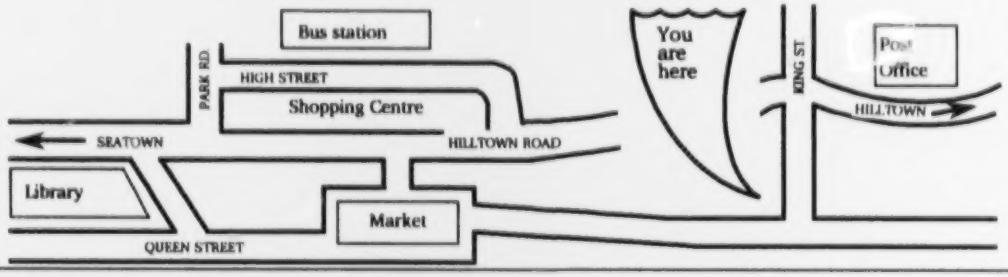
Think of your syllabus as a series of tasks (**functions**) which you want your pupils to be able to do in Urdu - *asking the way, giving personal information, apologising, etc.*

After you've taught them how to do each task in Urdu, and given them plenty of chances to practise it, use assessment cards like this one for them to check if they can do it successfully.

★ *Learners work in pairs. Each card in the pair has different information; pupils have to ask each other to find out the answers.*
★ *You listen to each pair in turn, making your own assessment of whether they can do the task effectively in Urdu.*
★ *Where possible, get pupils to record their conversations on cassette, then they and you can assess in more detail later.*

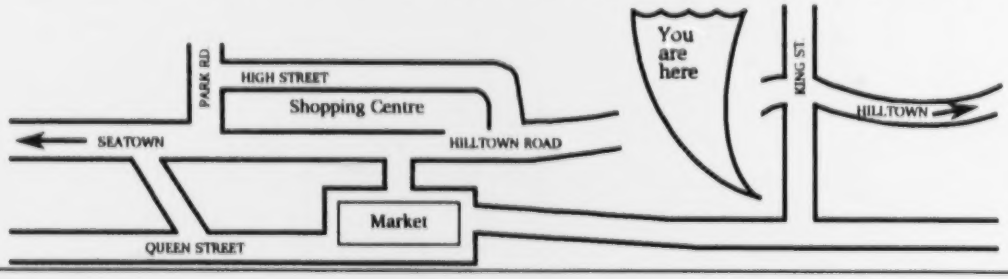
LEARNER A: ASKING THE WAY

Your partner will ask you about places in the town; tell her/him in Urdu how to get there.



LEARNER B: ASKING THE WAY

You don't know your way around; ask your partner in Urdu how to get to 1. post office 2. bus station 3. library. Draw lines along the roads to these places, and mark them on the map when you get there.



KEEPING A RECORD OF PROGRESS

Learners can keep their own assessment record, week by week, of what they can do in Urdu. *Asking the way* is no. 2 on this checklist:

ASSESSMENT RECORD - LEVEL 1		TOPIC: NEIGHBOURHOOD
I know how to:	learner	teacher
1. attract someone's attention	K.P.	S.C.
ask them to help me	K.P.	S.C.
thank them and say goodbye	K.P.	S.C.
2. Ask for and give simple directions		
(etc)		

GRADED ASSESSMENT SCHEMES

Many schools have worked out detailed assessment schemes, often called **Graded Objectives in Modern Languages** - (GOML). **Objectives** are the tasks you aim to teach; these are listed, **graded** according to level, starting with the simplest, and arranged according to topic, e.g.

home and family
neighbourhood, etc.

At the end of each topic there is an assessment.
Usually a graded objectives scheme is divided into levels; when pupils have completed all the tasks in one level, they may be awarded a certificate.

Assessment is *not* like old-style testing!

- There are no marks, no 'tricky' questions.
- There are no 'failures'; pupils should only be assessed on a task when they have a good chance of succeeding.
- Being tested makes learners nervous - regularly assessing their own progress builds up confidence.

STARTING POINTS

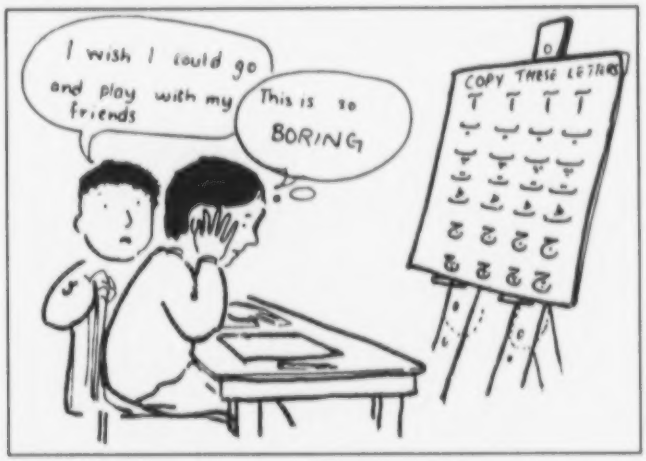
1. **Ask for advice in your school or LEA**
   They may have a graded objectives scheme for French or another language. Use it to help you prepare a similar scheme for Urdu, keeping only those tasks which are relevant for your pupils; e.g.
   [√] *personal information* (needed by learners of all languages)
   [X] *booking into a hotel* (useful for French learners, but not for Urdu)
   Add new tasks that are appropriate to Urdu learners.

2. **GAMLL (Graded Assessment in Modern Languages, London)**
   ULSEB, Steward House, 32 Russell Square, London WC1B 5DN. Tel: 071 636 8000. The GAMLL Project has developed a complete set of Urdu graded assessments. Write and ask for details. (Above examples are extracts from GAMLL cards.)

3. **CILT (Centre for Information on Language Teaching and Research)**
   Regent's College, Inner Circle, Regent's Park, London NW1 4NS. Tel: 071 486 8221.
   Keeps information about graded objectives schemes all over the country.

TEACHING THE SCRIPT

Don't start by teaching the alphabet!



Using a *qaida* and copyi *alif be pe* is boring ...
because letters on their n have no meaning.
People learn better, and more quickly if they can see the meaning of what they're learning.

START WITH WHOLE SENTENCES!

What? You teach sentences before the alphabet? Impossible!

No it's not!
They learn more quickly that way!

How do you do it?

Take a simple sentence they understand in speaking, like

میرا نام رضیہ ہے۔

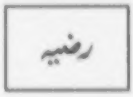
If you want them to *read* that,
how many letters do they need to know
(not counting their name)?

Mim, ye, re, alif, nun, choti he - six.

O.K. So this is what you do:

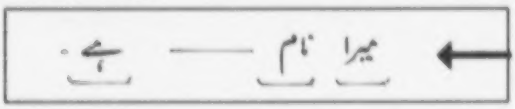
A FIRST LESSON IN READING AND WRITING

1. **Begin with their own names** - the most interesting word for anyone!
   - Give them each a card with their own name on it.
   - Get them to notice the shape of the **whole word**.
   - Everyone looks at each others' names, noticing the different shapes.
   - Collect cards, mix them up...let them each find their own!

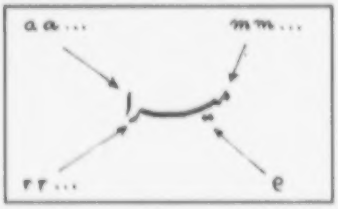


2. **Write the sentence on the board:**
   - Point to each word, tell them what it says:
   - Get several pupils in turn to put their name-card in the space, and 'read' the sentence with their name in it.

   (Remember, they're still looking at **whole words** only.)



3. **Show them how the sounds are made** by different bits of the word:
   - Don't use the names of the letters yet, just say the **sounds** they make.
   - Get them to say the sentence, as you point to each word.



4. **Let them write it:**
   - Give them a worksheet with the same sentence on it.
   - They copy it, putting their own name in the space.

5. **Now tell them the names of the letters** i.e. only after they have begun using them:

6. **Enter each new letter on a wall-chart:**
   - Start with a blank chart.
   - Enter the letter only in the form(s) used in the sentence they've learnt.
   - Later, add new forms as they learn them.

choti he	nun	alif	re	ye	mim
ہ ہے	ن نام	ا میرا	ر میرا	ی میرا	م میرا
		ا نام		ے ہے	م نام

So - they can read and write a whole sentence, knowing only 6 letters!

But wait a minute!
They don't really know those letters. Look at *nun* - they've only seen it joined-up in ﻧ. But they don't know **proper** *nun* ن

They don't **need** to know that yet.
We only teach them the forms of the letter they need for that sentence.

LEARNING DIFFERENT FORMS OF THE LETTERS

We'll show them the other forms of each letter,
when they are learning to read a sentence that uses it.

For example, our second sentence could be ان کا نام کیا ہے ؟

Then we'll explain: 'This is how *nun* looks when it stands on its own.' ←

So you don't teach them each letter and how to join it up?

No, not all at once.
They learn that gradually,
through the
words they meet.

Isn't that very confusing for them?

No - It's much simpler!
Look at *choti he*: they've seen it joined at the beginning of a word: ہے
It would confuse them at this stage to show all the other ways it joins up!

- at the end of a word ـہ
- in the middle ـہـ
- after a breathy consonant ـھ
- before *alif* ـہا

It's much easier to learn these one at a time,
when they want to read something in which the words use these forms:

یہ | بہت | تھے | ہا →

But this way it will take **months** before they know the whole alphabet!

No it doesn't! Most letters occur soon, whichever sentences you choose. And if what they're learning to read doesn't include the less common letters, like ط or ض , then they don't need to know them yet, do they?

The basic rule is:

TEACH → EACH LETTER
TEACH → EACH FORM OF A LETTER

ONLY WHEN THEY NEED TO **USE** IT!

TRY IT OUT FOR YOURSELF:
a book to help you
learn this new method

'The Urdu Script'
Part IV of *A new course in Urdu*
by Ralph Russell, SOAS, 1986

★ a carefully prepared, step-by-step approach in Britain - helps them learn quickly, and thoroughly. (Order from SOAS - see p 7.)

★ especially designed for learners

WHICH SCRIPT?

How do your pupils write?

خوبصورت

nastaliq

or

خوبصورت

naskh?

Nastaliq is more suited to Urdu learners:
- they'll see it more in daily life (notices, invitations, newspapers)
- far more books use it
- all educated Urdu speakers consider it the natural script for Urdu
- it's beautiful!

Your pupils may know *naskh* from Arabic classes ...
- let them use it for Urdu to begin with
- but help them change over to *nastaliq* as soon as possible.

What kind of writing do they see?

On the board, on worksheets: How good is your handwriting? Take care to keep it

BIG	CLEAR	CONSISTENT
میرا not میرا	ک not ک	ہے not ہے

Books Before you buy, check that the calligraphy is clear.
Don't buy *naskh*-printed books for the early stages.

Displays Surround them with examples of beautiful calligraphy!

BEAUTIFUL HANDWRITING
is much more important in Urdu than in English!
Help your learners to take pride and pleasure in their writing:

★ Provide a simple copy book to practise the basic shapes.
e.g.: Shuru se likhna (Nirali Kitaben; p7)

★ Invite a visitor who does kitabat; everyone have a go!

★ Practise in large letters! provide thick felt pens and large sheets of scrap paper

★ Bring in examples of several *kitabat* styles. Explain what they say; learners choose lines they like, and copy them.

★ Get learners to help with displays - try paints, collage, etc.

WRITING WITH A PURPOSE

'Reading's OK, but writing's hard, Miss!'

Why do so many learners find writing difficult?

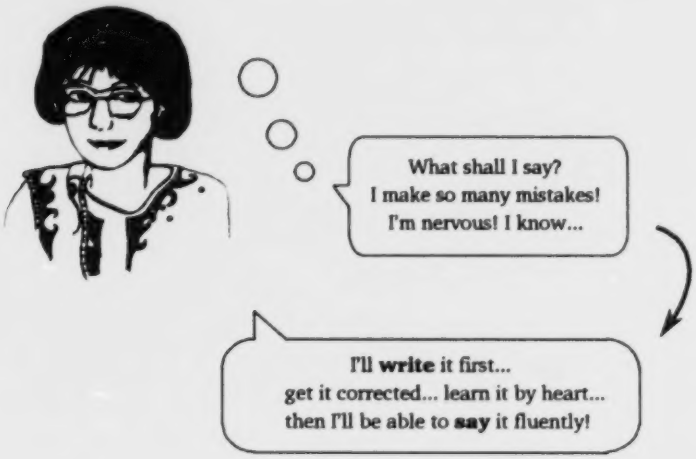
In one way it should be *easier* than reading:

We write in our *own* words--
so they can't be difficult!

We read what others have written--
there may be many new words.

RULE NO. 1: TEACH WRITING AS PART OF OTHER ACTIVITIES

In the early stages (teaching the script): get them to copy things they find interesting and useful (words, sentences, paragraphs, poems).
Once they can use the script, use writing to help make their speaking accurate and confident:


What shall I say?
I make so many mistakes!
I'm nervous! I know...
I'll **write** it first...
get it corrected... learn it by heart...
then I'll be able to **say** it fluently!

RULE NO. 2: WRITING SHOULD BE SHARED
Writing is pointless unless someone is going to read what we have written.
That's why exercises like 'filling in the gaps' are boring: no-one will want to read it.
Set your learners the kind of writing that someone will want to read:
if they know there's an audience, they will learn to write well!

Give them plenty of chances to share what they write:

- ★ short items - display on classroom walls
  - give them time to read and discuss what others have written
- ★ longer pieces of writing - bind in 'book' form for others to read
- ★ writing as part of projects, for events (see pp 30-31)
- ★ real letters to real people (relatives, exchanges, etc. - see pp 28-29)

Ideas to help you: 'Developing writing skills in the context of GCSE' in *Teaching Modern Languages for the GCSE*, BALT/MLA, 1986.

RESOURCES: See pp 41, 51, 56, 58.

RULE NO. 3: LET THEM USE THEIR OWN WORDS

What writing exercises do you remember from your childhood?

Was it ...

Copy...
Complete...
Fill in the gaps...
Make sentences with these words...

other people's words?

Give your learners something more personal and meaningful to write!

★ Things to do with classroom activities:
- captions for pictures they have drawn
- notices, helping prepare flashcards etc.
- writing for classroom games (see section on Resources)

★ Things about themselves, their family, friends, daily life:
- let them write and illustrate their own first reading books!

But it'll be too difficult for them - they won't yet know all the words they'll need!

They find the spelling so difficult!

Don't worry - they can ask you! If it's **their** thought and **they** want to write it, they'll learn the new words easily!

Help them build their own **personal dictionary**: words they have used and may want to write again (see p 36).

میں گھر میں ہندوستانی فلمیں دیکھتی ہوں اور ہندوستانی گانے سنتی ہوں۔ وہ گانے میں سیکھتی بھی ہوں۔ گانا اور ناچنا ـــــ یہ دونوں میری ہابیز (Hobbies) ہیں۔ میں گانوں کے الفاظ لکھتی ہوں اور پھر زبانی یاد کرلیتی ہوں۔ میں گانوں کے الفاظ لکھتی ہوں اور پھر زبانی یاد کرلیتی ہوں۔ میں گانوں کا مطلب معلوم کرتی ہوں اور پھر ناچ کر وہ مطلب ادا کرتی ہوں۔ اس طرح ناچ زیادہ دلچسپ معلوم ہوتا ہے۔

فرح قدیر (عمر ۱۱ سال)

READING FOR MEANING

Can you read Arabic?

Yes, I went to classes to learn to read the Holy Q'ran.

Then maybe you can help me - what does this letter say?

Oh, I can't *understand it*, I can only read it.

Have you taught your learners to read Urdu?
To read and *understand*, or just to read?
When you're learning a language you want to use in everyday life,
it's no use being able to read unless you understand what you're reading.

HOW DO YOU KNOW THEY UNDERSTAND?

I listen to them reading aloud. → No good — Many children can read aloud fluently without understanding.

I test them - ask them questions about what they have read. → Doubtful — Depends on what questions ... some can be answered with very little real understanding.

It's difficult to **test** understanding,
but possible to **teach** in a way that helps them understand:

I only give them things to read that I know they understand in speaking. →

I tell them something about the passage beforehand, to be sure they'll understand what they're reading. ↗

Yes!

↖ *I use books with pictures, and dual-text books, to help them guess the meaning of words they don't yet know.*

← *If there are difficult words I explain them before they have to read them.*

HOW TO LEARN TO READ SUCCESSFULLY

Here are a few basic principles:

1. **Reading should be enjoyable!**

   Help your learners enjoy it by giving them reading material that is ...
   - interesting for them (suggestions: pages 50-55)
   - easy (at the level they can understand when listening)
   - short, so they don't get discouraged.

2. **Most reading is silent.**

   Reading aloud in front of the class is not a useful activity - embarrassing for the person reading, very boring for the others.
   - You want them to listen while following the text?
     ... then read to them yourself - you read better than most pupils.
   - You want to hear individual learners read?
     ... then take them one at a time while the others are busy.

3. **We read for ourselves:**

   for pleasure, for information. Train them to do this:
   - use a variety of guided reading tasks (suggestions: pages 50-53)

RESOURCES: pp 36, 37, 46, 50-57

Ideas to help you: 'Planning a reading programme', M Buckby in *Developing modern language skills for GCSE*, W Littlewood (ed), Nelson, 1989.

COMMUNITY AND CULTURE

LANGUAGE, RELIGION AND CULTURE

We should teach them our culture.

You can't separate religion from culture.

But **whose** religion and culture?

- ★ Culture is always growing and changing - the experience of Islam that our learners have is different from learners in Pakistan.
- ★ Urdu is not just the language of Pakistani muslims; it is used as a *lingua franca* in India and by South Asians in Britain - so pupils need to also learn about other peoples' religious beliefs.

But our culture in this country is all mixed up!

- All the more reason to include it!

Why not discuss the changing culture of the pupils born and brought up in this country?

e.g.
- ★ Where do you wear English/Pakistani clothes?
- ★ Are your younger brothers and sisters more Westernised?
- ★ What effect does racism have on your culture?
- ★ Do 'Hindi' films influence young people?

RELATIVES AND FRIENDS

Urdu is probably the second most widely spoken language in our country. So there are plenty of opportunities for bringing the community into our classrooms as well as reaching out to it.

BRINGING THE COMMUNITY INTO THE CLASSROOM

★ Many of our learners live in the Urdu speaking community.
Ask them: who did they visit last week?
what did they do?
to talk and write about themselves.
to write letters to friends and relatives.

★ Invite members of the family to answer questions prepared by the learners (see p 30). Prepare the visitors by telling them what to expect and explaining why their contribution to the lesson is important.

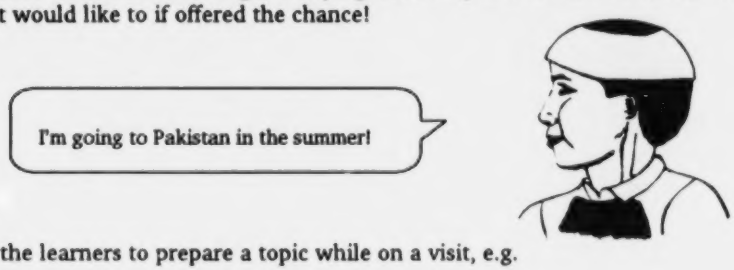
★ Invite South Asians who have been successful in different jobs or professions to talk about their struggles and successes: e.g. a city banker, interior designer, dancer, doctor, computer programmer.

Remember to include men and women of different ages.

REACHING OUT TO THE COMMUNITY

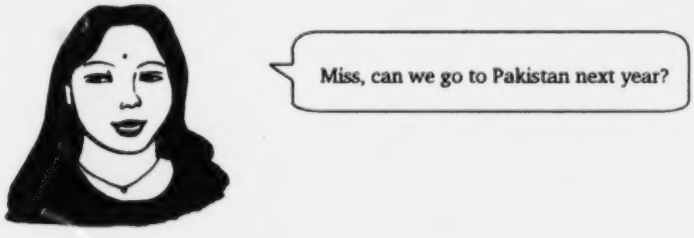
VISITS AND EXCHANGES

Learners studying European languages are often given opportunities to travel to a country where, for example, French is spoken in order to practise the language and to experience living in a 'different' culture and way of life.
Learners of South Asian origin studying Urdu may visit India and Pakistan at some stage although not all do. Most would like to if offered the chance!



Ask the learners to prepare a topic while on a visit, e.g.

- ★ Take photos of the shopping area to tell learners about it.
- ★ Keep a diary - what was the journey like? What were your first impressions?
- ★ Compare living in a city to living in a village.



A trip to Pakistan would be difficult to arrange given the distance and cost. Want to have a go? Try:

- ★ Talking to European language teachers who have taken learners abroad:
  What procedures have to be followed?
  How is it organised?
- ★ Contact: Central Bureau for Educational Visits and Exchanges (Seymour Mews, Wigmore Street, London W1H 9PE) for advice.

A SCHOOL EXCHANGE

- ★ Why not 'twin' with another school in a different area of Britain? Learners can write to each other, send cassettes, information about their area and even visit each other (e.g. London - Bradford).
- ★ Twin with a school in Pakistan - classes exchange letters, etc. Costly but motivating and interesting!

PROJECTS AND TOPICS

Real language use does not often involve the use of listening, speaking, reading and writing skills separately but a combination of these. A good way to integrate skills in the classroom is through projects or topic work, in which pupils have to ask each other questions and research for information.

Advantages:

- ★ The skills of listening, speaking, reading and writing are used together and support each other in learning.
- ★ 'Culture' is incorporated into the language work.
- ★ Links can be made with other departments, e.g. sociology, humanities, maths, etc.
- ★ Work can be displayed, booklets made, drama performed.
- ★ Learners learn to work collaboratively and grow in confidence.

IDEAS

1. Survey on attitudes to marriage and divorce:
   - ★ Find out how marriages are arranged nowadays, e.g.
     - can couples meet each other?
     - how much money is given for the *'haqq mahr'*?

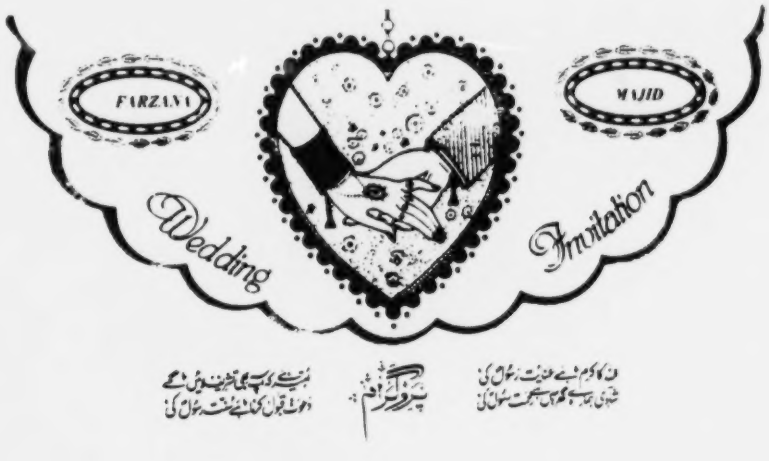
     Watch out for issues raised on TV programmes (e.g. *East*) which can be used in class.
2. Find out how *Eid* is celebrated here compared to Pakistan:
   - is it now a norm to have a 'flashy' car for *Eid*?
   - how much money do young people receive?
3. Survey about parents:
   - ★ When did they first come to England?
     - what was it like?
     - what did they feel?

OTHER POSSIBLE TOPICS:

Childhood in India/Pakistan.
Development of the Hindi film and song.
Is it easy to be a Muslim in Britain?
Are we Pakistani or English?
Growing old in Britain.
The Effects of Racism.
Shalwar Qamiz - changing fashions.
The Development of Calligraphy.

Look for information in English and Urdu:

pictures
slides
personal accounts
newspaper articles
magazine articles
reference books



WORKING TOWARDS AN EVENT

Why work towards an event? So learners are:

- ★ preparing for a real activity to take place;
- ★ motivated and encouraged to develop their skills;
- ★ collaborating with other departments, e.g. drama, CDT.

PREPARING YOUR OWN EVENT

SOUTH ASIAN DINNER

- ★ Prepare the menu: who will do the cooking, serving, etc.?
- ★ What kind of entertainment can be provided? e.g. songs, poetry, drama.

Invite:

Teachers
Parents
Governors
Community

SOUTH ASIAN FASHION SHOW

- ★ Make your own clothes? Use patterns written in Urdu.
- ★ Use different regional dresses - Rajasthani, Panjabi, etc.
- ★ What kind of commentary? Music?

★ Design a programme - publicise the event. Prepare a display showing how the work was organised.

GOING TO AN EVENT

Take the pupils to:

- a play, e.g. Tara Arts Group
- a concert, e.g. Indian music/dance
- an exhibition of Indian art.

Follow-up activities:

- discuss what it was about, whether they liked it, etc.
- study interesting themes, e.g. the position of 'outcasts', Hindu mythology, calligraphy, racist attacks.

Addresses:	Tara Arts Group	356 Garratt Lane, London SW18 4ES
	Royal Festival Hall	Belvedere Road, London SE1
	The Place Theatre	17 Dukes Road, London WC1

INTRODUCING LITERATURE

The teaching of literature is not usually offered to school students before the sixth form. Even poetry is not taught despite its popularity. This is largely because the level of language is too complex. However, it is possible to give learners a taste of Urdu literature even at the early stages.

Short stories, simple novels → see pp 50-57 for ideas

Poetry

Can I introduce poetry to learners before they've passed the GCSE?

Yes - if you can keep it short, simple and relevant!

USE URDU/HINDI SONGS!

Learners often listen to popular Urdu/Hindi 'filmi' songs. These are usually based on the traditional '*ghazal*', so why not use them to introduce themes used in poetry?

USING SONGS

★ Get learners to choose and listen to some favourite songs with or without transcripts. How much can they understand?

★ What images are portrayed?
e.g. برسات، بہار، ساقی، شراب، وغیرہ۔

Are these familiar or surprising?
What are the underlying connotations?

USING SIMPLE GHAZALS

★ Choose a poem by, e.g. Ghalib or Faiz that they can hear recited or sung in different styles (*tarannum* or *taht-ul-lafz*).

★ Get them to think about the poem and its meaning. Give helpful background information **after** this activity.

ENCOURAGING AWARENESS OF POETRY

★ Show a 'mushaira' scene from a film - go to one!
★ Look at poetry written in English and Urdu by South Asian poets living in Britain.
★ Discuss connotations of words within western and eastern cultures.
★ Let learners have a go at creating their own poems.

Urdu Cassettes: e.g. *Chitra Singh*: Ghalib TV series available from most Urdu bookshops (see p 52).

Books about Urdu literature for English speakers:

D Matthews, C Shackle, S Hussain, *Urdu Literature*, Urdu Markaz (details from SOAS, see p 7).

Ralph Russell, *The pursuit of Urdu literature: a select history* (forthcoming 1992)
Details from Zed Press, 57 Caledonian Road, London N1 9BU.

TEACHING SET BOOKS

'A' level students generally plod through a text of very difficult Urdu, looking up words in a dictionary in order to translate passages into English. Real reading for meaning, information or pleasure (see pp 50-57) rarely takes place. Students should not read a set book until they have read a lot of different types of material to improve their range of structure and vocabulary.

AIMS

Why read a set book?

Apart from passing the exam, it is worth studying one book in detail in order to:

- ★ experience Urdu in a natural cultural setting;
- ★ see how literature can be written;
- ★ discover how similarly and differently others feel;
- ★ learn to use Urdu productively;
- ★ imaginatively participate in the writer's world;
- ★ think and talk about the relevant issues and relate them to one's own life;
- ★ enjoy the story and satisfaction of completing a whole book in Urdu!

Example: TEACHING *'UMRAO JAN ADA'* امراؤجان ادا

Think about:

1. Specific aims, e.g. to understand the role of the courtesan in Lucknavi society.
2. Skills to develop, e.g. ability to use the text to build up a character study.
3. Pre-teaching activities, e.g. watch the film *'Pakeezah'* and discuss.
4. How to read the novel - use a variety of methods, e.g.
   a) read the first few pages together and ask questions;
   b) students prepare pages in advance, looking for specific points, e.g. picture of Umrao's childhood;
   c) look at some passages in more detail, e.g. discussions about types of women.
5. Getting the pupils involved - to extend own use of language, e.g. roleplay of what Umrao would have said to her brother if he had been prepared to listen.
6. Additional resources, e.g. musicians who could give singing lessons and talk about how Indian music is learnt; the film *Umrao Jan Ada*.

RESOURCES

Where can I find materials to teach from?

This is the first question many teachers ask.

BOOKS PUBLISHED IN PAKISTAN AND INDIA?
Look carefully - are they suitable for learners in Britain?

This book's boring, Miss! → Beginners' books from Pakistan are bound to be too childish for someone who starts learning Urdu only in secondary school.

There are too many hard words! → They may not be so hard for pupils in Pakistan who are surrounded by Urdu influences. But for learners here?

The stories are all about Pakistan! → Naturally, they are more interested in things they know about - their lives here.

BOOKS PRODUCED IN BRITAIN?

Not all of them are appropriate either!
Many are modelled closely on books from Pakistan, with very few adaptations.

MATERIALS YOU MAKE YOURSELF?

These should be the best - because only you know what your learners need. But it's difficult to do anything differently from the way you are used to. Remember - **Keep *their* needs in mind all the time!**

How much Urdu do they already know?
What do they want to use the language for?
What are they interested in?

A 'SUITABILITY' CHECKLIST

for judging published materials, and guiding you when making your own.

1. **LEVEL?**
   For beginners - Understandable for someone who speaks **no** Urdu?
   (Remember: this includes pupils who hear mainly Panjabi at home!)
   Later stages - does it match what learners are likely to know?

2. **AGE?**
   Adults need adult material, 14-year olds need material that is interesting to 14-year olds...regardless of how much Urdu they know! Nobody of any age likes to be talked down to.

3. **SETTING?**
   People who are learning Urdu want to know about life wherever Urdu is spoken - so they need **some** materials set in Pakistan and India. But most materials should reflect their *own* lives here.

4. **TOPICS?**
   Do they match the learners' interests?
   No-one learns much if they are bored.

5. **VARIETY OF ACTIVITIES?**
   Speaking/listening activities, not just reading/writing exercises?
   Different activities in different sections? Will it be fun to use?

6. **VOCABULARY**
   Everyday words/phrases that learners can immediately begin *using*?

7. **SENTENCE PATTERNS?**
   Will it help students who know many words but can't make sentences?

8. **GRADING**
   Does it introduce new structures (tenses/grammatical patterns) step by step? Will it help students practise one thing at a time? Does it give systematic help with revision?

9. **SYLLABUS?**
   Not every book called *GCSE Urdu* lives up to its name!
   Check whether it includes what your syllabus requires.

10. **PRESENTATION?**
    Good quality paper/printing/calligraphy?
    Attractive page lay-out/illustrations?

Try it out!

- ★ Try the checklist above on any book you have used in your own teaching. How much does it score out of 10?
- ★ Here's a book that we think scores highly - see whether you agree: گیارہ عنوان
  Gyara unvan (for GCSE students) by Siddiqa Mubashar, 1988;
  order from 16 Ferndown, Emerson Park, Hornchurch, Essex, RM11 3JL.
  If you wrote your own coursebook, in what way would it be different?

WORDS AROUND THE CLASSROOM

USING WORD-CARDS

Certain very common words occur again and again:
- Write these on large **flashcards.**
- Encourage learners to recognise and copy them as **whole words** (don't ask them to sound them out or say the letters).

Use this **word recognition** approach alongside the more traditional **phonic method** (learning the sound each letter makes). (See pp 19-22.)
- Most Urdu words have their own distinctive shape - easy to remember.
- Many of the vowel sounds are not written in Urdu, so learning to read and write is more difficult if you use only the phonic method.

HOW TO MAKE FLASHCARDS

★ Use strips of card, about 4cm x 20cm (e.g. cut up cereal boxes; ask printers to give you their offcuts).
★ Use thick felt pens - write the Urdu word in large clear letters (optional: English word in small letters on back for meaning).
★ Choose words they need often: **structure words,** a few common nouns and verbs.

BUILDING UP PERSONAL DICTIONARIES

The best way to help them learn to write independently!

Each learner needs:
- a plentiful supply of small blank cards (about 50, roughly 1cm x 3cm)
- a folder to store them

★ Every time you use flashcards to teach an important new word, get each learner to make a copy for their own 'dictionary' folder.
★ When someone asks you how to write a word, don't write it on a scrap of paper or on the board, write it on a card for their folder, for them to refer to again later.
★ They can practise with these (alone or in pairs) whenever they have a few minutes.

Look at the *Breakthrough to literacy* folders (Longman, 1970)
for teaching English by this method - available in many primary schools

LABELS, NOTICES, WALL CHARTS

Fill your classroom with simple, clear writing in Urdu.

Labels:	anything that can be labelled!
Notices:	*'Welcome'* ...timetable of work for each lesson.
	lists of books to be borrowed...names of pupils in groups...
Wall-charts:	groups of words: days...colours...parts of the body...
	numbers (1-31 is enough for time, dates, ages)...

There's no need to **teach** from these lists - just leave them on the wall and refer to them when someone needs a word. They'll learn without trying!

Ideas!

simple literacy activities → Qudsia Yousuf and Marion Molteno, *Sharing our languages*, Croydon English Language Scheme, 1985.

matching games ... board games ... card games (Happy families etc.)
Order from: Friends of the Language Scheme,
South Norwood A.E. Centre, Sandown Road, London SE25 4XE.

A good reference dictionary

Teach more advanced learners to use it themselves! →

Platts dictionary: Urdu, Classical Hindi, and English (various publishers)

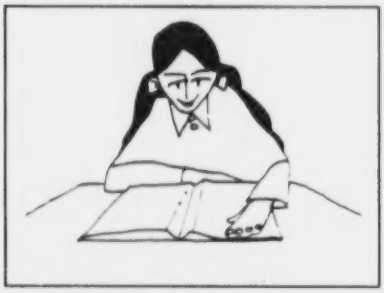
Abdul Haq, *Urdu/English dictionary*. Available from most Urdu bookshops

LEARNING GAMES WITH PICTURES

WHY USE PICTURES?

Pictures are not just for young children. *Anyone* learns more easily when there is something interesting to watch as well as listen to.

PICTURES CAN BE USED...



... to **present** new language patterns:
(makes the meaning clear without using English)
e.g. teacher shows pictures, and says

وہ کتاب پڑھ رہی ہے

... to get learners to **practise** speaking:
e.g. pupils work in pairs, asking each other

وہ کیا کر رہا ہے ؟
وہ اسکول جا رہا ہے۔

MAKE YOUR OWN PICTURE-CARDS

Build up your own supply of pictures - easy to do, and costs very little:

1. You'll find pictures in magazines, posters, old photographs, etc.
2. Keep a box handy - put in it any pictures that might come in useful.
3. Collect card to paste pictures on, by saving cereal boxes, etc.

AVOID pictures of...	**LOOK FOR pictures of...**
elegant models in artificial poses	ordinary people doing everyday things
only one lifestyle	different cultures, jobs, ways of life
all the same kind of people	people of many kinds (black, white; women, men; old, young)

Prepare picture cards for particular lessons:

Suppose you are going to teach 'The family' next week...

- ★ Think what sentences you want learners to be able to say. Choose picture(s) of a family that will help them say this.
- ★ You'll need one large one for presenting to the whole class, several smaller ones for practising in groups.
- ★ Cut card into suitable shapes and stick pictures on firmly. Use borders to make the pictures stand out.

For variety - try using word-cards along with pictures...

... to match words and pictures

... to build up sentences about a picture

1. Choose the most important words/sentences you want to teach.
2. Decide how the learners will use the cards, and how many cards you need (group work? how many groups?).
3. Write words/phrases clearly in large script.
4. Use a bold colour pen so the words stand out.

Picture-card sets can be re-used many times if properly protected:

- ★ Keep sets of cards together in labelled envelopes.
- ★ See if your school/education centre has a laminating machine, to cover your cards with transparent plastic.

IF YOU CAN'T **FIND** THE RIGHT PICTURES, LEARN TO **DRAW** YOUR OWN!

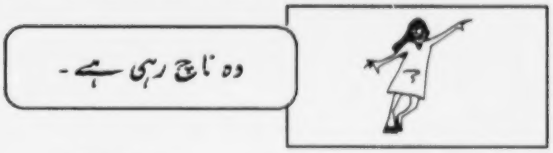
F Johnson, L A Johnson and G Dykstra, *Stick figure drawing for language teachers, Ginn & Co Ltd, 1971.* How to draw simple pictures to illustrate any language item.

D Byrne and R M Hermitte, *Picture that! A step-by-step guide to classroom drawing*, Modern English Publications, 1984.

IDEAS FOR GAMES

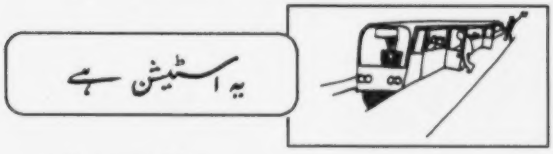
Try these... then invent your own!

True or false?
teacher describes, learners decide

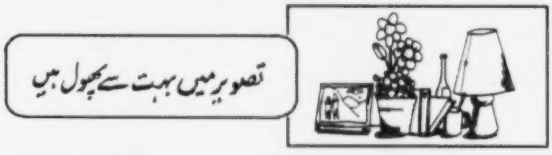


Captions
pupils match sentence-cards to pictures

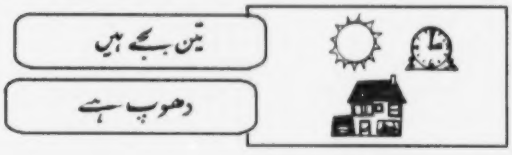
Guess
Group A sees the card
Group B guess what's on it



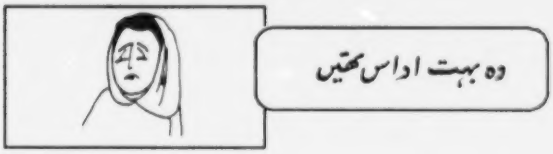
Say something
learners collect card
if they can say something about it



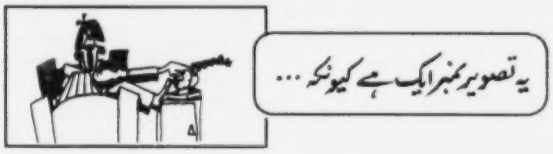
Dominoes
learners match pictures to words
(30 cards for 6 people)



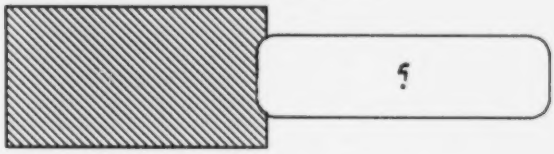
Describe it!
learners point to one being described



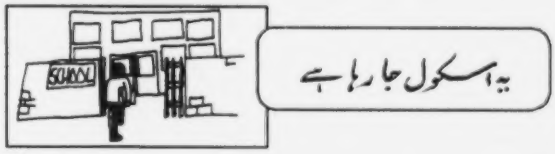
Sequencing
learners arrange pictures in order



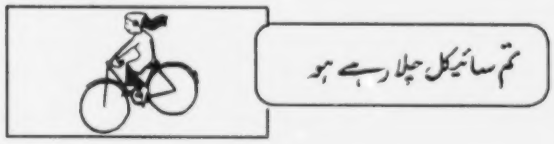
What's next?
shuffle 10-15 cards; turn one over;
learners guess - what's the next one?



'Yes/No' is out
learners have to answer questions
without saying Yes or No!



Mime
one person mimes what's on the card
others guess



(adapted from a paper presented by R Clarke at the Language Teaching Centre, University of York)

WORKSHEETS DESIGNED FOR *YOUR* LEARNERS

You've probably seen schoolchildren with worksheets full of exercises and tasks for them to complete alone or with others. Worksheets are probably the most common form of material used in schools.

Why use worksheets?
Why do so many teachers go to the trouble of preparing worksheets for each lesson? Why not simply use a book? Worksheets are...

FLEXIBLE - **You** can choose exercises that suit your class at its particular stage of learning. No book can know what **your** students need.

GRADED - You can prepare different worksheets on the same topic some with easy tasks, some with more difficult ones, so learners can all work at their own level.

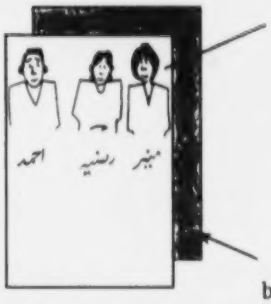
MAKE YOUR OWN WORKSHEETS

STEP NO.1: Learning how to use the copier

You need to make enough copies for each learner to have one.
Your school/education centre may have...

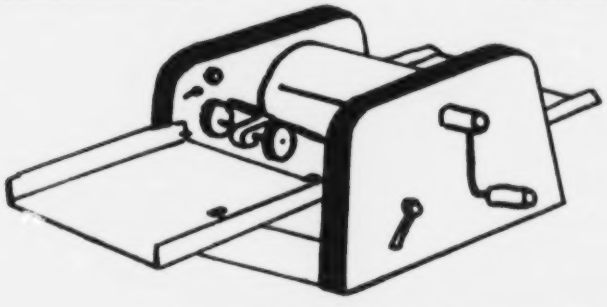
... a **photocopier**
- copies anything
but
- only one colour
- expensive

... a **banda machine**
- copies only from special banda paper
but
- can have several colours on one sheet
- cheap, and easy to use



banda master paper (use shiny side down)

banda carbon
- blue, black, purple, green for writing
- other colours for shading, underlining



Make sure you know how to use both machines.
If you've never used one, ask another teacher to show you how.

No copier at your centre? Don't give up!
Try to persuade other teachers to help you raise money to buy a banda.
Worksheets are so useful, it will be worth the effort.

STEP NO.2: Deciding what to include in your worksheets

Worksheets give practice in reading and writing; use them to follow up speaking and listening practice on the same topic.
They can also be used for stimulating talk between pupils.

What **tasks** do you want learners to carry out?
How **easy/difficult** should the task be for each group?

read some sentences	copy them, with a few changes
read a passage	fill in the gaps so it makes sense
read a description	write similar sentences
read an instruction	write something in answer
find information from chart/diagram	write answers to questions
read/create part A of dialogue	partner reads/creates part B
use the pictures as a cue	partner responds
use the sentences/visuals	write a letter/story

STEP NO.3: Designing the worksheets

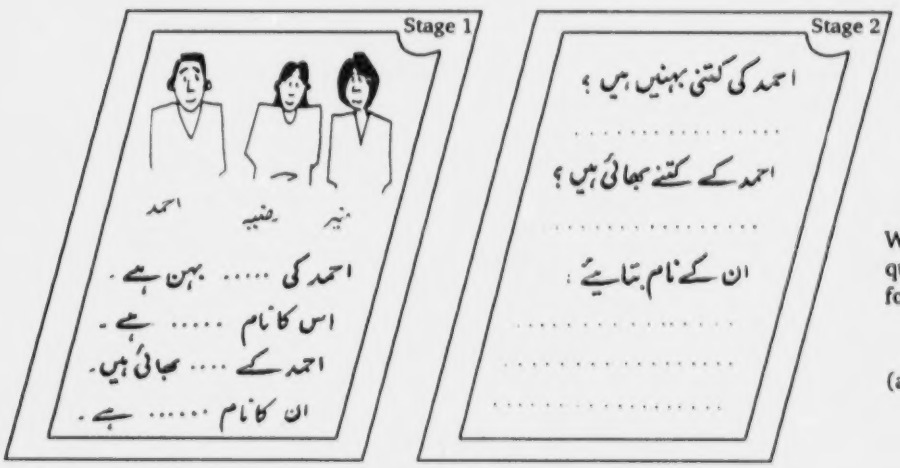
A clearly laid out worksheet is easier to learn from:

Draft it first!

- ★ Plan your worksheet in pencil on a spare sheet of paper, so you can see that everything fits in easily.
- ★ Draw a border round the edges before you start - it makes your worksheet look much more professional!
- ★ Don't crowd the page - stick to one or two tasks, clearly explained.
- ★ Use pictures, symbols, to make the page interesting.
- ★ Rule pencil lines to keep your writing straight.

When your draft is ready...

- ★ If you're using a banda, you can put your pencil draft on top of the banda master, and write over it, pressing firmly.
- ★ Use different coloured carbons to liven it up.
- ★ Keep your writing clear and even; use large script for beginners.



Worksheet questions to follow a story

(at 2 levels)

STEP NO.4: Using it in class

You need to decide...

When?..... at the beginning, middle or end of the lesson? (Why?)
How?..... learners working alone, or in groups?
Follow up?.. leave time to go through it in class?
are there bits pupils can check themselves, in groups?

SAVE TIME BY WORKING TOGETHER!

A worksheet bank:

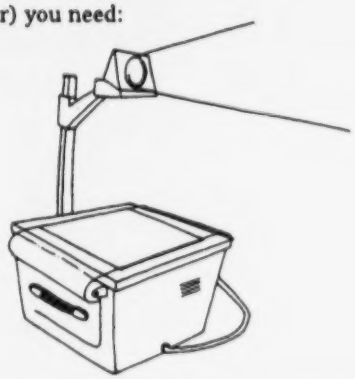
1. Find a place where all Urdu teachers working in your school/centre/area can store copies of worksheets (e.g. a filing cabinet with topic files).
2. Each time you make a worksheet, label it - e.g. Topic - shopping
   and leave one copy in the 'bank'. Level - stage 1
3. When preparing lessons, look through other teachers' worksheets:
   - Take copies of the ones your class would find useful.
   - Or use the ideas to make your own, at the right level for your class.

USING AN OVERHEAD PROJECTOR

TO USE AN OHP (overhead projector) you need:

a **projector** on a table

transparencies
(sheets of plastic film)...



a **screen** or white wall at the front of the class

...on which you write with coloured **OHP marker** pens

You can use an OHP to write up anything you want the whole class to see. The equipment is quite expensive, but worth having if you can afford it.

WHY NOT JUST USE A BLACKBOARD?

Using a blackboard...
- the board easily becomes crowded because writing is unplanned
- your back is to the class while you write
- you haven't time to make the layout interesting
- learners see everything at once; difficult to focus their attention
- everything must be rewritten for another class later

Using an OHP...
- presentation is clear because you plan it beforehand
- you face the class while you write, so you can keep their attention better
- layout can be varied, eye-catching (visuals, colours, overlays, etc)
- you can cover sections - they concentrate on one item at a time
- you can re-use OHP transparencies (and borrow other teachers'!)

MAKING OHP TRANSPARENCIES

Choosing equipment:

Transparencies	-	use light duty sheets - much cheaper medium/heavy duty sheets only for things you'll re-use.
Permanent pens	-	won't smudge, but can't erase. Plan carefully before writing!
Erasible pens	-	you can alter mistakes, but writing smudges easily. Store transparencies between sheets of plain paper.
Bold colours	-	for writing, outlines of pictures (not orange, yellow, brown).

Deciding what to include: Words or visuals?

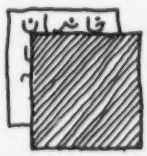
Not too many words!
Don't write what you're going to say.
Highlight key words and phrases only,
so they're easy to take in at a glance.
(If you need to write a lot rather use a worksheet.)

Make it interesting to look at!
Use pictures, charts, diagrams.
Copy from language course books, picture stories, magazines, etc.
(You can photocopy pictures onto heavy-duty OHP sheets.)

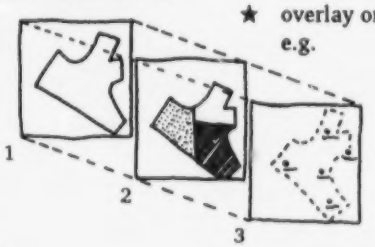
Planning layout:

Check how much of the sheet shows on the screen at one time.
Do an outline on paper first.
Be adventurous! Transparencies are more flexible than pieces of paper...

★ cover the transparency with plain paper,
then move it to show only a few lines at a time



★ overlay one transparency on another,
e.g. 1 - map outline
2 - provinces
3 - cities



Practising using the projector:

The projector is easy to use, but you need to be familiar with it before you try and use it in class. Find out:

* if you need to book the OHP and screen in advance
* where to set up the projector so that the cord will reach the power point
* how to put up the screen
* how to adjust the height/distance of the projector so that the image falls on the screen
* how to adjust the focus

LEARNING ACTIVITIES WITH TRANSPARENCIES

On your transparency	*Language activity*
a picture - ask questions about picture; learners answer - point to part of picture; get them to ask a question about it - describe picture; they say if it's true or false	**descriptions/questions**
sequence of pictures - show 1st picture, hide others; they guess what happens next - reveal each picture in turn; they continue guessing - show all pictures except last; they discuss how story will end - show all pictures; one person describes one, others guess which	**guessing the story**
overlay pictures - start with basic picture (e.g. house); they describe it - overlay second transparency with some details (e.g. person knocking at door); they say what is happening - continue with further overlays; they build up the story by saying what they see each time	**storytelling**
map, graph, diagram	**asking/giving directions, information**
masked picture - use an overlay sheet of plain paper with a circle cut out of it; they describe the part they can see - move paper to reveal a new section; they describe it - keep moving paper; they try to predict whole picture	**describing, predicting**
headline words - write key words of explanation, description, story, etc; cover with paper - reveal one at a time; learners see words as they listen - words of popular Hindi/Urdu film song; they read as they listen - leave gaps; they listen for what's missing	**focusing attention while listening**

For more ideas:

Andrew Wright, *1,000 pictures for teachers to copy*, Collins, 1984.

Chris Waller, *Using your overhead projector and other visual aids*, Fordigraph Division of Ofrex, 1983.

CASSETTES

WHY USE CASSETTES?

Listening to cassettes can - bring a variety of voices into the classroom;
- (help learners to **understand spoken Urdu** as books help them understand written Urdu).

A cassette recorder is a vital piece of equipment for any language teacher.

EQUIPPING YOURSELF

★ In schools/education centres/FE colleges - most departments provide recorders for teachers to borrow.
★ In community classes - ask the committee/parents to help raise funds.
★ If you can afford it, buy your own - it will be worth it!

1. Choose a **portable** recorder (with batteries as well as a plug-in lead) - you need to be able to take it home and move it around the class.
2. Check it **records** clearly, and **plays back** without noise distortion.
3. It should have a **counter**, to help you find your place on the cassette.
4. Buy a supply of short blank cassettes (some educational suppliers stock five minute ones) so you don't have too many items on one cassette.

DECIDING WHAT TO RECORD

Do... record things that you could not speak as well on your own
e.g. conversations which need two voices
Don't... record anything you could say in class better without a recording
e.g. a story is often more lively face-to-face

Do... write out what you are going to record for early-stage learners
so you can check you are keeping it simple enough
Don't... use words and phrases that are more suited to writing than speaking
keep it **natural**, the way people really speak

Do... choose topics that are interesting to your learners
and fit in with the rest of your lessons
Don't... record anything longer than a few minutes -
learners need time to listen to it many times

Do... watch to see whether your learners find it enjoyable and useful -
try out different ideas so you see what works well
Don't... save money by recording over the last lesson -
label cassettes and keep them to re-use later

READY-MADE CASSETTES

Course books sometimes have accompanying cassettes. Vary your lessons by using extracts from them, even if you are not using the whole course book.

Get by in Urdu - 5 lessons for adult beginners (BBC/Alison Shaw) BBC Hindi Urdu Project, Box 50, Wetherby, West Yorkshire LS23 7EZ.
Urdu Boliye - for secondary age pupils (BBC/Tasawwur Khan) Cassette: BBC cassette service; Teacher's notes from Language Centre, Brighton Polytechnic, Falmer, Brighton, BN1 9PH
A New Course in Urdu (SOAS/Ralph Russell). Part I - graded sentence practice; Part III-short descriptions, conversations, stories.
Essential Urdu - (SOAS/Ralph Russell). Natural, stimulating interviews with a range of people; with notes. (Order from SOAS, see p 7.)

CASSETTES FOR MORE ADVANCED LEARNERS
give practice in understanding the gist (main point)
can be longer than beginners' exercises
don't need to be written out beforehand
can use a wider range of language

REAL CONVERSATIONS
★ ask friends if you can record them telling you about their jobs, daily lives, families, interests
★ listen to the recording, and select bits for your learners that are interesting and not too difficult

RADIO / TV / VIDEO FILMS
★ record news items, interviews, discussions, conversations
★ listen, and select bits that will be easy to understand without seeing the whole film/programme

For songs, requests, advertisements, news:
record excerpts from Urdu radio programmes in your area (e.g. London area: *Spectrum International Radio*, 6-7.30 pm daily: medium wave: 558/990)

USING CASSETTES IN CLASS

STEP 1:
Beforehand - prepare a worksheet to guide their listening
- 'Headline' questions first,
  e.g. 'Why is the mother angry with her daughter?'
- Then more detailed questions,
  e.g. 'When is the outing?' 'How much does it cost?'
- Simple tasks to help beginners concentrate while they listen,
  e.g. a list of words to tick as they hear them

STEP 2:
Make sure you have the cassette ready at the start of the item
and put the counter to 000 so you can find it again easily.

STEP 3:
Tell your learners something about what they will hear
They will understand better if they know what to expect, and can therefore guess meanings of difficult words,
e.g. 'This is an argument between a girl and her mother about why she can't go on the school outing.'(You can get learners to guess what they will say.)

STEP 4:
Let them listen as many times as they need to until they can answer the questions.
They will 'hear' more each time!

LISTENING TO CASSETTES LEADS TO OTHER ACTIVITIES

...FLUENCY IN **READING**...looking out for key words/phrases

...following the text while listening

...PRACTICE IN **WRITING**...answering questions on a worksheet

...writing a similar dialogue, in pairs

...STIMULUS FOR **SPEAKING**...answering questions about the cassette

...group A listens, tells story to group B

...acting the conversation they have heard

plus: don't forget to **record the learners' own conversations**
hearing yourself speak is a powerful encouragement!

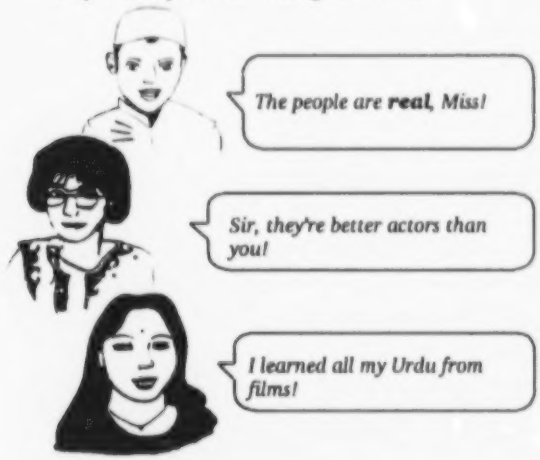
- In class - let them record conversations that they have practised.
- At home - get them to record their relatives, people in the community.

VIDEOS

WHY?... What has watching videos got to do with teaching Urdu?
Don't people spend too much time watching TV and videos anyway?
Ask your learners:

Why do they like watching videos ...?

That's why videos are useful in teaching!



Seeing people use Urdu in real-life situations makes classroom learning more lively.

The sophisticated visual presentation of TV makes our amateur materials seem boring. Why not use pre-prepared video material?

If videos can teach people at home, why not use them in class?

HOW... do I get video equipment into the classroom?

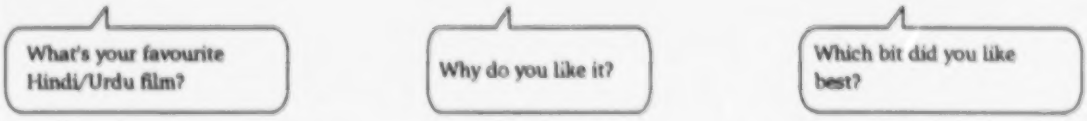
★ In schools/colleges - ask the head of department.
(Video equipment usually needs to be booked well in advance.)

★ In community classes - bring in your own,
or arrange for one of the parents to do so.

★ Try and raise money - at least for the cost of hiring videos.

WHICH... video do I choose?

RECENT VIDEOS - Ask the learners. Discuss in groups (in Urdu).



لیلیٰ مجنوں پاکیزہ مغل اعظم مدر انڈیا ہیر رانجھا

CLASSICS - e.g.: *Leila Majnun* *Pakeeza* *Mughal-e-Azam*
Mother India *Hir Ranjha*

URDU DRAMA - e.g.: *Alif Nuun (comedy series)* الف نون *Teesra Kinara* تیسرا کنارہ

VIDEOS DESIGNED FOR TEACHING - *Hindi/Urdu Bol-chaal*
BBC series, 10 half-hour programmes. Lessons, conversations in natural settings. Order from BBC Hindi Urdu Project (see p 45).

WHAT... type of extract?
- ★ **short** - e.g. 3-5 minutes (they will need to see it several times)
- ★ on a **topic** you have taught, e.g. people being received as guests
- ★ with **simple, natural language** of the kind your learners could use.

HOW... can I help people learn from watching the extract?
Look at the ideas for using cassettes. They all apply to videos.
Careful **preparation** beforehand is vital:

At home
- ★ Watch the extract yourself several times.
- ★ Decide what learners need to know about the story so far.
- ★ Note words/phrases that will be new to them.

In class
- ★ Get someone who has seen the film to explain the story.
- ★ Teach essential words/grammar points first.
- ★ Explain they don't need to understand every word.
  (This happens in real life, and we can still communicate!)

USEFUL BOOKS

Jack Lonergan, *Making the most of your video camera*, CILT, 1990.
Robert di Pietro, *Strategic interaction*, CUP, 1987.
M Buckby and B Howson, *Vidéothèque*, LMDU, University of York, 1988 and 1990.
Alan Maley and Alan Duff, *Drama techniques in language teaching*, CUP, 1983.
Jack Lonergan, *Video in language teaching*, CUP, 1984

'CAN I HAVE A GO?'

SPEAKING ACTIVITIES BASED ON WATCHING A VIDEO

Seeing people speak Urdu on video can be a great way of stimulating students to speak. Build on this interest to improve their confidence:

ROLE-PLAY

e.g. using an extract about someone urging a friend not to leave home:

Stage 1 **controlled language**	*Stage 2* **some improvising**	*Stage 3* **free use of language**
Teacher writes out words of a short section e.g. X urges Y not to leave home. Learners take parts, practise in groups.	Pupils use this text as model to write their own e.g. pupil A urges pupil B not to leave school at 16 Practise in groups.	No text. Each group chooses similar theme e.g. C urges D not to give up a job. Groups perform in front of class.

DRAMA

Once they have experience of acting role-plays, learners will enjoy making their own short dramas, based on real experiences, or films they have seen. Don't force anyone to perform in front of others - the main learning experience has been in producing and rehearsing! But if the atmosphere is relaxed and not competitive, most people soon learn not to be shy, and help each other by applauding and encouraging.

MAKING YOUR OWN VIDEOS

If your school/college has a video camera, get the learners to make their own videos. Knowing they will be filmed helps them to speak accurately!
Examples:

1. **'Work-in-progess' videos -**
   (a) pairs/groups practise role-plays;
   (b) one group films other groups practising;
   (c) class watches video, suggests improvements.
2. **Performance videos -**
   (a) learners practise the drama they have devised;
   (b) teacher films it, to show to other classes.

MIXED-LEVEL ACTIVITIES

Mixed-level groups work best for all these activities:

- ★ watching the video - those who understood more can help others by explaining bits they missed.
- ★ role-plays/drama - some parts are more demanding and some simpler; both advanced learners and beginners can do well.
- ★ video making - those who are not confident about speaking can help by writing film titles, selecting music, etc.

READING IN EVERYDAY LIFE

WHAT CAN I GET LEARNERS TO READ?

Once learners know the Urdu script, they need as much simple reading practice as possible. Books are only one kind of reading material. Look around you and you'll find plenty of other things you can use or adapt to provide interesting reading for your particular learners.

★ **Think about why people read:**

for information - news items, 'how to...', recipes, adverts, invitations
for pleasure - stories, true accounts, novels, letters, poetry
for excitement - unusual or supernatural; mystery, suspense, 'your stars'
to identify with feelings - happiness, sadness; realising someone else has shared your experience (e.g. of being a victim of racism, being bullied).

★ **Ask the learners!**

What kind of things do they read in the language they know best?
This is what would interest them most in Urdu too.

★ **WHERE DO I LOOK?**

Around the house	letters, shopping lists, wedding invitations, Eid cards
In Asian community centres, shops, restaurants	advertisements of events, notices, signs on walls (draw copies)
In public buildings hospitals, libraries, etc.	multi-lingual leaflets
In magazines	*Akhbar-e-jahan, Shama* اخبارِ جہاں ، شمع adapt/translate from English 'filmi' magazines e.g.: *Stardust*
In newspapers	*Jang* (daily) (57 Lant St, London SE1) جنگ *Ravi* (123 Gratton Road, Bradford, BD1 2JA) راوی Journalistic language is difficult - look especially for: 'human interest' stories, letters, controversial issues
On visits to Pakistan/India	(See p 57)

★ **Keep it short!**

Reading in a new script, and a new language can be difficult and discouraging. Help your learners feel they are making progress by building up a collection of **short** extracts for them to read:
- maximum length, one sheet (about a paragraph for the early stages)
- photocopy extracts and paste onto card
- make cassettes to accompany them, so pupils can listen as they read.

★ **Make it easy to read!**

Newspaper extracts...*kitabat* is often very small, and therefore difficult.
Use a photocopier that can blow it up in size.
Letters...handwriting is usually much more difficult than *kitabat*.
Photocopy the original, but write out a clear version in large letters; more advanced readers can compare both versions.

IDEAS FOR READING ACTIVITIES

The aim of these activities is to help learners read better, by
- **taking in the meaning** of whole sentences/paragraphs
  (beginners tend to read word by word but miss the overall meaning)
- **anticipating** - guessing what is going to come next

They can work on their own, in pairs, or in groups.
Vary the pattern to keep your lessons interesting!

★ Cut up a passage into sentences/paragraphs
... learners have to put them into the right order.

★ Use a short passage (e.g.: description of an event)
... they make up a headline for it.

★ Give them the first paragraph only
... they guess what happens next
... then read on to see if they were right.

★ Ask them to tell you all the words they know about a topic -
write these on the board, add others they will need -
... then let them read the passage.

★ Make a worksheet of important nouns, verbs and phrases from the story
... they use them to guess the basic story-line
... then they read it, to find out the missing details.

★ First use the pictures that go with the story
... they guess from the pictures what the story is about
... then read, being able to anticipate.

THEIR OWN WRITING
the best reading material!

Get learners to write about their own experiences, thoughts, feelings.

1. To get best results, use the method that is easiest for them, e.g.
   - let them write in English first - then try to put it into Urdu.
   - let them *tell* it first - record it on cassette - then get them to transcribe it.
2. Correct their Urdu, and check they understand the corrections.
   (Only correct language mistakes - not what they have said!)
3. Get them to copy out a final version.

Read with a purpose - compile a students' magazine!

★ All students read each others' pieces

★ In groups, discuss/choose articles for different sections/decide lay-out, headlines, etc.

BOOKS... WHAT TO GET, AND WHERE

'WHICH BOOKS SHOULD WE BUY?'

The less money you have, the more important it is to spend it well.

Don't... spend most of your money buying multiple copies of *qaida* and *First, Second, Third Reading Books*.

Do... buy one or two copies of lots of different books
- for the teachers to use as a source of ideas
- for learners to borrow in a class library

Don't... order books from a booklist without seeing them

Do... look at each book first to check level, content, calligraphy, etc.
(See p 35, *Suitability checklist*.)

VISITING A SPECIALIST BOOKSHOP

Most cities with a large Urdu-Panjabi speaking population have at least one shop which stocks Urdu books.
- Worried about the fare? Ask your school/college/centre for help.
- Don't want to go alone? Ask a fellow-teacher to go with you.
  Discussing the books together helps you choose wisely.

Plan your visit, to save time and disappointment.
- Phone first! Check opening hours / do they stock simple Urdu books?
- Allow several hours, to look at each book carefully before buying.
- Make notes of books you can't afford now but might order later.

NOT ENOUGH MONEY TO BUY BOOKS?

1. ASK FOR MORE!
   No-one should be expected to teach without materials.

2. TRY YOUR LOCAL LIBRARY
   Do they stock Urdu books?

   YES
   Look at their selection: Are they any use to you, your learners?

   YES
   Borrow them for your class library.

   NO
   Tell them about your class. Recommend the books you want.

   NO
   Ask why not. Tell them how many Urdu speakers live in the area. Write to local councillors.

Remember that you need ...

DIFFERENT BOOKS FOR DIFFERENT PURPOSES	examples on page:
Coursebooks	
- should present the language step-by-step	12-14
- should include activities to practise all four skill areas	35-37
Books to practise one skill area only, e.g.	
- listening (cassettes plus accompanying book)	15, 45
- speaking	7
- learning the script	21
Simple readers	
- only one copy of each, to build up a library for students	54-57
- should be easy to read but not childish in content!	
Dual-text stories	
- useful for independent reading	55
More advanced reading	
- popular paperback novels	57
- simple non-fiction	
Teachers' reference books	
- a good dictionary; reference grammar	12, 37
- books with teaching ideas (for any language)	16, 23, 38 44, 48

Before you spend, find out what is being produced in Britain:
- ask friends and colleagues
- look at book displays at conferences/training sessions
- visit an educational bookshop which stocks dual-text books
- write to LEA's where Urdu is being taught; ask if they have published any materials
- if you find a good book, order the publisher's catalogue

A book to help you find books

Teaching Britain's community languages - materials and methods
by Marion Molteno, CILT, 1986.
- describes many different Urdu teaching books
- discusses which are useful
- gives details of where to order them.

DON'T SPEND EVERYTHING ON BOOKS!

Books are not the only kind of teaching material:

★ use some of your money for cassettes, picture packs, etc.

★ you also need a supply of simple equipment to make your own materials - ask your centre/school for these (or for money to buy them):

large sheets of coloured paper
transparent film to cover cards
OHP transparencies and pens
thick and thin felt pens
banda paper for worksheets
scissors, paste, etc.

BOOKS... FOR YOUNGER READERS

TRADITIONAL STORIES

If you want children in Britain to appreciate the traditional stories you enjoyed as a child, remember...

★ Reading the Urdu script is more difficult and discouraging for them -
tell them the story first, before expecting them to read it alone;
make it as lively as you can - use pictures, gestures, songs, etc.

★ They are growing up in a very different environment -
think about what aspects of the story might seem odd to them and
give them enough detail to imagine things they have never seen.

★ City children today often know more about life than you might expect -
make sure the stories you choose aren't too babyish for them;
show that you value their judgment by encouraging discussion:
Did it end the right way? Do they agree with the 'moral'?
Which character did they like best? Why?

Many traditional tales are now available from British publishers in beautifully produced *dual-language texts* (Urdu and English on each page).

Some teachers don't like them:

They lower the status of Urdu: children should see it alone.

They'll only read the English and not bother with the Urdu.

Others think they're very useful:

No! Other children can use the same books - that helps our children feel proud.

Of course they read the English - but that *helps* them with the Urdu! They don't need so much help from me.

Try them for yourself!
(You should find copies in schools/libraries.)

STORIES ABOUT CHILDREN IN BRITAIN

If you want children to feel Urdu is their language, you'll need to show them it can be used to tell stories about children like them.

1. **Use adapted English children's books**...for example:
   - ★ *Terraced House Books* (Methuen)
     Lovely colour photographs; multi-cultural city environment; simple text, designed for language learning; many titles in series.
   - ★ Do your own adapting! Ask teachers/parents of young children which simple English books their children enjoy. Turn them into dual-text books by making your own translation on cards (one card per page).

2. **Find out what other Urdu teachers are producing**...for example:
   - ★ *The Samiya stories*} Stories by Kathleen Martin;
     Five minute stories} Urdu text, M. Husain, K.H. Qadiri, R. Russell.
     Delightful stories about young children at school in Blackburn; dual-text. Order from: M.E.G.S.S, 103 Preston New Road, Blackburn.
   - ★ رضیہ کا خاندان *Razia ka khandan*, M.S. Khan.
     On more traditional lines; daily life of a young girl and her family in Coventry. Order from the author, 109 Blackwell Road, Coventry.

3. **Can't find enough good stories? Then write your own**... but remember: write about things that British-born children experience in daily life!

Published by Franklin Watts, London, 1986

BEST COPY AVAILABLE

BOOKS... FOR OLDER LEARNERS

It's difficult to find books that will interest young people in Britain, and are in simple Urdu. We need lots more that are especially written for secondary-age or adult learners in Britain -

short books in simple language, but lively, challenging, about real issues that affect the lives of people here...

COULD *YOU* WRITE SUCH A BOOK?
Better still, could you help your students to do so -
using their ideas/experiences, and your knowledge of Urdu?
Here are examples of books being prepared in a variety of ways,
drawing on the experiences of people in Britain.

- ★ معقول جواب دیں *'Maqul javab den'* - a collection of personal problem letters to *Akhbar-e-watan*, written by Urdu speakers living in Britain.
  Ed. by Alison Shaw and Ralph Russell; with detailed vocabulary lists.
- ★ نسرین *Nasreen* - about a teenage girl and her family in Britain.
  By Gillian Evans; Urdu by Khalid Hasan Qadiri and Ralph Russell.
- ★ مرجھائے ہوئے پھول *Murjhae hue phul* - extracts, connected by summaries, from a romantic novel set in Pakistan. Story by Habib Asam; edited by Marion Molteno and Ralph Russell, with vocabulary notes and transcriptions.
  All currently being published; for details send s.a.e. to Books for Urdu in Britain, 33 Theatre Street, London SW11.
- ★ آواز سے خاموشی تک *Avaz se khamoshi tak* by Rashida Abedi - the autobiography of a Pakistani woman who has overcome the limitations of deafness and fought a successful campaign to be allowed to stay in Britain. (Friends of the Language Scheme, Croydon - see p 37.)
- ★ Rapid Readings - Part III of *A new course in Urdu* by Ralph Russell.
  Short pieces, many based on learners own interests and activities; detailed notes and translations. First edition uses transcription; Urdu script edition being published. From SOAS (see p 7).

STARTING A CLASS LIBRARY

Keep a box/shelf/cupboard with Urdu books, extracts, etc.
Mark the **level** on each item
(e.g. colour-code with stickers - one colour for each level).

Let learners choose their own reading, and record in a borrowing list.
Set aside a regular time for them to read on their own in class.
Get them to do **reviews** - tell or write their opinion of the book.

Books to add to your class library

- ★ *Mera nam Shakila hai* - the diary of a secondary school girl in London; by Siddiqa Mubashar, 1987 (order from the author - see p 35).
- ★ *Essential Urdu* vol II, by Ralph Russell. An excellent resource for learners who have passed the basic stages. Extracts from articles, books, interviews (plus cassettes) with Urdu speakers from Britain, India and Pakistan. Detailed notes for independent reading. From SOAS - see p 7.

BOOKS... FROM PAKISTAN AND INDIA

I don't have a problem finding books;
I use the Panjab Board Readers.
I learnt to read with them myself.

What's wrong with this approach? Look at the checklist on p 35. How much do the Reading Schemes from Pakistan score out of 10?

*But I **have** to use books from Pakistan.*
There aren't enough Urdu books produced in this country!

True - but with a little effort you can find more suitable books. here are some suggestions:

READING BOOKS FOR BEGINNERS

DON'T insult secondary-age pupils or adults with books intended for young children!!
You will make them feel Urdu is not for them. Try instead:

- **simple non-fiction** **Choose topics** they'll enjoy (not just ones you think are good for them!)
  Level: are the sentences short and simple?
  New words: will they be able to guess from knowledge of the topic?
  Illustrations: enough to help learners follow?

- **books for adults learning to read** (and more interesting for secondary pupils than children's books):
  e.g. *Nirali Kitaben* (6 Empress Road, Lahore.)
  Excellent series - language kept simple, calligraphy large and clear; topics deal with real issues affecting lives of people in Pakistan.

- **picture stories** e.g. *Amar Chitra Katha* series (India Book House Educational Trust, Bombay)
  Popular comic-style true stories of famous people - e.g. *Akbar, Noorjahan.*
  Pictures make the story clear - pupils learn to read without noticing!
  Editions in English also; buy both and use as dual-text readers.

POPULAR NOVELS

Romantic novels may not be great literature, but for any teenager who has passed the basic stages in Urdu, they provide excellent reading practice!

★ They don't need to understand every word; if they keep reading to find out what happens, they will pick up new words effortlessly.
★ Get them to bring in novels they like, and tell others about them.
★ The easiest to read will have straight-forward language, plenty of conversation, an obvious plot.

READING IN EVERYDAY LIFE

Many people who have learnt to read don't often read books. Think about people in Pakistan who can read but haven't had many years at school.

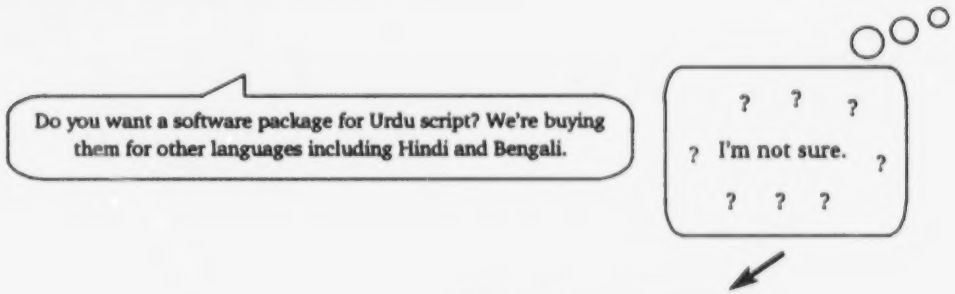
What do they read? notices? advertisements? railway timetables? magazines?

If you're visiting Pakistan look out for **authentic** material like this - it's good reading practice and gives learners an idea of life in Pakistan.

TYPEWRITERS AND WORD-PROCESSORS

Urdu typewriters have existed for some time, but are still not very popular because they can't reproduce proper Urdu script.

What about word-processors?
If you're teaching in a school or college, you may be asked...


Do you want a software package for Urdu script? We're buying them for other languages including Hindi and Bengali.
? ? ?
? I'm not sure. ?
? ? ?

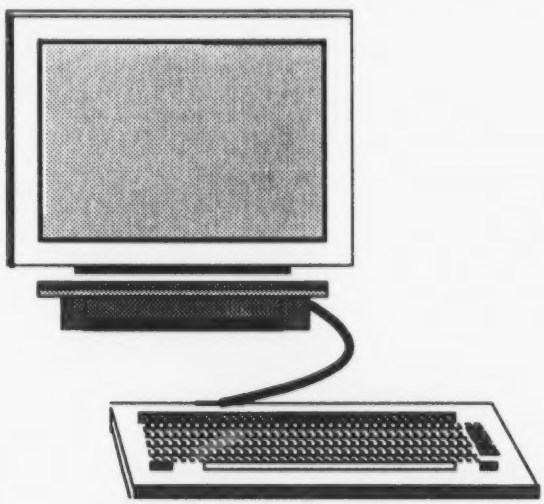
My pupils would enjoy it...
It'll make Urdu seem important...

But remember...

Urdu is much more difficult to put onto a word-processor than other scripts!

Before deciding:

1. Write off for examples of the script the package produces:
   - Is it clear, attractive, easy to read? Is it the kind of writing you want to put in front of learners? (It won't raise the status of Urdu if it looks terrible!)
2. Make sure you will be able to use it:
   - When/where will *you* have access to a word-processor?
   - Will the program work on your model?
   - If you've not used a word-processor before, will there be arrangements for training?
3. Find out what it would cost:
   - If the program is not much use to you, persuade them to give you the same money to spend on books!



URDU SCRIPT WORD-PROCESSOR PACKAGES

Many different people are experimenting with putting Urdu script onto word-processor. Some work from the usual keyboard of English letters, over which you place a plastic cover indicating which letters to press to get which Urdu characters. Few of the results are 100% satisfactory because Urdu letters can be joined in so many different positions on the line, the print-out text usually looks stilted - and not at all what you would want to give learners who find reading difficult in any case!

If you want to see for yourself, you can write for details to:

Eastern Language systems	for Macintosh	39W 300 North, Provo, Utah, USA
Prof. D. Becker	for IBM	818 Van Hise Hall, U. of Wisconsin, Madison W1 53706, USA
Micropraxis	for BBC, Nimbus	Enterprise Workshops, Nursery Street, Sheffield S3 8GC
SoftEng Pakistan	for Macintosh, IBM	C660 Block 2, PECHS, Karachi

BEST COPY AVAILABLE

EXAMINATIONS AND TRAINING

Who needs examinations?

Preparing for an examination has some advantages:

For you..... a useful structure within which to plan lessons
For the learners... a sense of achievement
a certificate to help their career prospects.
But remember - some of the most important things are never examined!

This is why a group of secondary school pupils in Waltham Forest are learning Urdu:

'I want to be able to understand Indian films.'

'I want to be able to talk to my grandmother.'

'I want to be able to write to my cousins.'

'I want to know about my culture and religion'.

None of them need an examination to test whether they can do these things!
Don't let concern for examinations drive out the more important aims!

CHOOSE THE EXAMINATION THAT SUITS YOUR LEARNERS
Look at the chart; compare the GCSE with the Institute of Linguists Preliminary Certificate.
Which best fits *your* learners' needs?

Preliminary may be more suitable than GCSE for:
- ★ adult beginners in evening classes;
- ★ pupils in community classes and schools who can speak and understand simple Urdu but don't know the script well.

Find out more about this and other exams from:
Institute of Linguists,
24a Highbury Grove, London N5 2EA (071 359 7445)

	GCSE	Prelim
EXPECTED AGE:		
usually 16+ adult	✓	
any age		✓
TYPE OF TESTS:		
listening speaking	✓	✓
reading	✓	✓
writing	✓	-
knowledge of the culture	-	✓
TEACHING TIME		
approx 1½ yrs		✓
2-5 yrs	✓	

GCSE

TASK No. 1: GETTING INFORMATION

If you teach in a school or college, the Head of Languages should be able to give you copies of GCSE syllabuses and past papers.
Otherwise write and ask for them yourself.

The following Examining Groups offer GCSE in Urdu:

LONDON AND EAST ANGLIAN GROUP
ULSEB: Stewart House, 32 Russell Square, London WC1B 5DN
tel: 071 636 8000

MIDLAND EXAMINING GROUP
WMEB: Norfolk House, Smallbrook Queensway, Birmingham B5 4NJ
tel: 021 643 2081

NORTHERN EXAMINING ASSOCIATION
ALSEB: 12 Harter Street, Manchester M1 6HL
tel: 061 953 1170

[Start by looking at the past papers - they are usually easier to follow than the syllabus. There are only minor differences between the three syllabuses; choose the one that suits your learners best.]

TASK No. 2: TEACHING TOWARDS THE EXAMINATION

GCSE covers different topics and skills, and tests them in a different way from what most Urdu teachers have been accustomed to.

To give your pupils a good chance of success you will have to:

- ★ study the **examination syllabus** carefully;
- ★ work out from this your own **teaching syllabus** -
  in which order will you cover the topics?
  how much time will you give to each?
- ★ try out new ways of teaching, to give pupils the practice they need.

What kinds of tests?

GCSE uses

- ★ **authentic texts and tasks** - based on situations in which pupils might listen, speak, read and write in Urdu in real life.
- ★ **positive marking** - learners get marks for what they can do, rather than losing marks for mistakes.
- ★ emphasis on **communication** - learners get marks for getting the message across, even if the grammar is not accurate (*more* marks if it is!).

SHARING IDEAS ACROSS LANGUAGES

GCSEs follow the same pattern in all modern languages.

Get together with teachers of other languages:

- ★ Tell each other how you give learners practise in each topic/activity.
- ★ Write out examples of your worksheets in English so that you can all understand and try out each others' ideas.

Look at course books for other languages for examples of activities involving real communication (see p 16) and authentic texts (see p 50). Adapt these for Urdu teaching. See for example, *Developing modern language skills for GCSE*, W Littlewood (ed), Nelson, 1989.

TASK No. 3: ENTERING FOR THE EXAMINATION

Make sure you enter your learners in good time. Decide in September/October for the following May/June examination.

Who should I enter?

In our school pupils only start Urdu in the 4th year...

In our college we only have classes 1 1/2 hours a week, 26 weeks a year ...

Our community classes are for 2 hours on Saturdays, and I have pupils of all levels to deal with ...

Will they reach GCSE standard in time?

It depends:
Do they hear Urdu spoken at home?
Do they have/make chances to practise speaking Urdu out of class?
Had they learnt the script before they started in your class?

The only way to judge if someone is ready for GCSE is to look at past examination papers and examiners' reports to see if you think s/he could answer the questions in the right way and at the level required.

Which papers?

GCSE has ★ **separate tests of the four skill areas** - listening, speaking, reading, writing ★ tests at two levels - **basic** and **higher**

You will need to help each learner decide which paper, at which level, s/he is ready for:

Basic level papers	**Higher level** papers
Candidates must be able to: - understand and speak simple Urdu in everyday situations - read and write simple Urdu for practical purposes [in some Boards you can enter GCSE without doing the writing paper]	Candidates must be able to understand, speak, read and write: - more fluently - with a wider vocabulary - using more complex sentence and - carry out more demanding tasks

EXAMPLE: All these people have been learning Urdu for two years:

Samina Mansoori **in secondary school** → will enter for →

- hears Panjabi and Urdu at home
- understands Urdu without difficulty
- is very shy about speaking
- learnt to read in Saturday classes as a child
- only started writing in the 4th year at school

higher	level	listening & reading
basic	level	listening speaking & writing

Ahmed Bashir **in a community class** → will enter for →

- hears only Panjabi at home
- watches Indian films and understands easily
- sociable, confident; enjoys trying to speak Urdu
- only started learning the script 1 year ago
- can read a little, but can hardly write

higher	level	listening & speaking
basic	level	listening, speaking & reading
(no writing paper)		

Mary Wright **in an adult education class** will enter for →

- has Urdu-speaking friends at work
- seldom speaks Urdu except in class
- has learnt to read /write only what she can say

basic	level	all papers

TASK No. 4: PREPARING YOUR LEARNERS

Each Examining Group's syllabus has slightly different regulations.
Whichever one you decide to use, make sure your learners know what to expect.

Which language do I use?
- Will instructions be given in English, in Urdu, or both?
- In the listening/reading papers, do I answer questions in English, in Urdu, or in either?

Which questions do I answer?
- Is basic writing compulsory?
- Which papers do I have to do to get a higher grade?
- Are there separate questions for basic/higher levels or separate questions within the same paper?

How much time do I give to each question?
- How long is each paper?
- How many questions will there be in that time?
- Will the number of marks for each question be stated?

Check the syllabus carefully!
Help your learners become familiar with how the questions are presented,
so that they can do their best.

TASK No. 5: ARRANGING THE ORAL EXAMINATION

It may be your job to conduct the **oral** (speaking) test. The questions and detailed guidelines are set by the Examining Group. The Group usually provides training for teachers so that all teachers will run the test in the same way. The tests are recorded on cassette, so that an external examiner can mark them, and check they have been conducted according to regulations.

GETTING THE TRAINING YOU NEED
If you have not conducted a GCSE oral before, ask for help in good time!

Teachers in schools/colleges -	**Teachers in community classes -**
Ask your head of department or experienced teachers of other languages to help you make arrangements.	If there is no co-ordinator for community language teaching, ask the Examining Group for advice.

Ask the Examining Group/your LEA for training in how to run a GCSE oral.

TASK No. 6: KEEPING A BALANCE

Preparing your learners for an examination is important, and you will be right to take that responsibility seriously. But you won't help them if you get anxious - they will sense this, and become anxious themselves. Thinking too much about marks and grades is a sure way to kill your pupils' real interest in Urdu. The GCSE syllabus was designed to help you teach **the kind of language your pupils need for everyday life**, in an enjoyable way.
Practise each topic in that spirit - because you want your pupils to feel confident and happy using Urdu ...
... And that is also the best way to help them do well in the examination!

BEYOND GCSE

Schools and colleges may offer 'A' level courses for pupils who have obtained a GCSE in Urdu. But the level of language and skills called for are much higher than in the GCSE. Other examinations are or can be made available.

'AS' level

In many subjects an 'AS' level is available so that students study a broader range of subjects in the sixth form by studying only part of the old 'A' level courses.
If an 'AS' level were available in Urdu it would cover the gap between GCSE and 'A' level.

Why don't you...
- ★ write to the University of London asking for an 'AS' level in Urdu?
- ★ talk to other subject teachers and look at their syllabuses?

Institute of Linguists examinations

The Institute offers a range of examinations from Preliminary to Diploma level (equivalent to a degree). These do not include literature, but a variety of language skills.

The Advanced Certificate (broadly equivalent to 'A' level) involves researching, interviewing, report writing, translation, telephone skills, etc.

'A' level

The 'A' level examination consists of two papers, one literature and one language. Students study two of three works:

N. Ahmed:	*Taubat un Nasuh*	توبۃ النصوح
M. Ruswa:	*Umrao Jan Ada*	امراؤ جان ادا
Athar Parvez(ed):	*Tera Afsane*	تیرہ افسانے

The style of papers is restricted to translation and essay writing and is therefore a poor language examination. A more satisfactory syllabus covering a wider range of skills and literature is being considered by the University of London Board but has not yet been accepted. Do write to them and urge them to introduce it.

Degrees

The University of London: School of Oriental and African Studies offers a four-year course (for beginners in Urdu) in South Asian Studies which can include Urdu and other subject. Students with 'A' level Urdu may be accepted into the second year of the course.

Further information

Write to: Institute of Linguists
(see p 61)

SOAS
(see p 7)

University of London Exam Board (ULSEB)
(see p 61)

TEACHING QUALIFICATIONS

In order to be able to teach Urdu in British schools you need to have obtained qualified teacher status (QTS).

1. Degrees abroad

   If you have an M.A. from Pakistan, for example (equivalent to a B.A. here), and have had teacher training then:

   ★ Write to the Department of Education .....asking for your qualifications to be recognised.
   ★ If you are already teaching as an instructor, your headteacher can recommend you for QTS.

   Degrees here

   ★ Study for a Bachelor of Education degree at a university or college.
   ★ Study for a first degree, e.g. B.A./B.Sc. and then a one-year Postgraduate Certificate of Education.

2. If you do not have the qualifications for the above, you should look out for:

   ★ Access courses to higher education for mature students.
   ★ Licensed teacher schemes - training received while in school.
   ★ 'A' level courses for entry into higher education.

3. Training for Urdu teaching

   Some places are beginning to have options in the teaching of Urdu or other community languages.

   Examples:

   ★ The Institute of Education (University of London) includes an option in community languages in its PGCE course.
   ★ Edge Hill College (Lancashire) is considering a proposal for a two-year B.Ed. course in Asian languages.
   ★ Manchester LEA has a scheme of employing bilingual assistants who attend a two-year part-time training course.

REMEMBER:	Schemes of training are developing fast and this information may well be out of date. Enquire from CILT about the latest developments and look around in your own area.

IN-SERVICE TRAINING

Learning by observing others

Watch other teachers teach in:

- ★ modern language departments
  English classes
  other subject classes
- ★ primary schools
- ★ community schools
- ★ Adult Education courses

Look out for:

- what do they teach?
- how do they teach?
- what activities are going on?
- are the learners enjoying the classes?
- what are the materials used?

Could you use/adapt what you see?

Opportunities in your school/LEA

If you do not have the opportunity to prepare materials, study new methods.

- ★ Ask your authority/school for time to prepare materials with colleagues (whole days or afternoons).
- ★ Ask for training days to be spent preparing for Urdu (e.g. devising a reading scheme).
- ★ Ask your adviser to prepare courses for you on a matter you feel is important.
- ★ Look out for courses you can attend elsewhere (e.g. University of York).
- ★ Share your experiences with other language teachers.

R.S.A. Diploma in the Teaching of Community Languages

This diploma does not give you qualified teacher status but is an additional qualification covering theory and practice. It is the most widely recognised qualification although the quality varies in different areas.

- ★ Find out about courses near you.
- ★ Ask people who have attended them, how useful they were.

For more information write to:

1. Adult Education Centres
   1. Tower Hamlets Institute of Adult Education (p 7)
      (ask if you can observe the Urdu weekend courses).
   2. Lancashire college (runs courses for community languages teachers) (p 7).
2. Universities with a tradition of interest in language teaching
   e.g. University of York, Language Teaching Centre, Heslington, York Y01 5DD.
3. Royal Society of Arts — 8 John Adam Street, London WC2N 6EZ.

URDU IN BRITAIN

THE HISTORY, THE ISSUES

Until the early 1970s, Urdu was taught in Britain only to a small number of students in universities and colleges. Because there was a substantial Urdu-speaking population in Britain, Urdu classes were started in local communities. By the early 1980s Urdu teaching of some kind was taking place in about 50 state schools, and in adult education classes.

Many people have been pressing for Urdu, and other community languages, to be taught on the same basis as other school/college subjects. To make this possible there has had to be a great deal of pioneering work - developing syllabuses and examinations, preparing teaching materials, experimenting with new methods, changing attitudes.

Hundreds of teachers have contributed to this work, and most have been too busy doing it to be able to write about what they are doing. The same is true of other community languages. Urdu is fortunate in having a university scholar who has taken a lead in pressing for better Urdu teaching in the whole community, and who has written a great deal about the issues involved. If you would like to learn more about what has happened so far - what other Urdu teachers have been pressing for, what has been achieved, what problems still need to be overcome - look at the following books and articles by/about Ralph Russell:

(Titles marked * can be ordered from Books for Urdu in Britain,
33 Theatre St, London SW11. Enclose A4 stamped addressed envelope.)

1982: *Urdu in Britain*: a report on the lst and 2nd national Urdu conferences, 1979 and 1981, edited by Ralph Russell, Urdu Markaz.*

1985: *Teaching Urdu teaching in British schools*, Ralph Russell.*

1986: *The last four years of Urdu in Britain*, Ralph Russell, National Language Authority, Pakistan, 1986, - dual text, Urdu and English.*

1988: 'Ralph Russell: teacher, scholar, lover of Urdu', Marion Molteno in *Annual of Urdu Studies* (ed) C.M. Naim, Chicago.*

1989: 'This new work' by Marion Molteno in *Urdu and Muslim South Asia: Studies in honour of Ralph Russell* (ed) C. Shackle (SOAS).

FINDING OUT MORE

The following organisations may be able to help you with further information, or tell you of others which can:

			details on page
CILT	-	Centre for Information on Language Teaching and Research	18, 66
DES	-	Department of Education and Science	10
GAMLL	-	Graded Assessments in Modern Language Learning	18
LEAs	-	Local Education Authorities	10, 67
NATECLA	-	National Association of Teachers of English and other Community Languages to Adults	6
NCMTT	-	National Council for Mother Tongue Teaching	6
SOAS	-	School of Oriental and African Studies	7, 65
Bookshops			52
Colleges, education centres, universities			7, 66-67
Examining boards			61, 65, 67

Books for teachers

This list includes all books or other sources of teaching material which have been mentioned in this book. The page number tells you where to find more details.

Abedi, R *Avaz se khamoshi tak*, Friends of the Language Scheme 56
Akhbar-e-jahan 50
Amar Chitra Katha series, India Book Ho. Educational Trust, Bombay 57
BALT/MLA *Teaching modern languages for the GCSE*, 1986 23
BBC *Urdu Boliye* 45
" *Get by in Urdu* 45
" *Hindi/Urdu bol-chaal* 48
Breakthrough to literacy, Longman, 1970 36
Buckby, M and Howson, B *Vidéothèque*, LMDU, University of York, 1988 and 1990 48
Byrne, D and Hermitte, R M *Picture that! A step-by-step guide to classroom drawing*, Modern English Publications, 1984. 38
Dalvi, K and Choudhry Khan, S B (eds) *Chand Mukaalimey - Urdu dialogues*, Waltham Forest Multicultural Development Service, 1989 15
di Pietro, R *Strategic interaction*, CUP, 1987 48
Evans, G R *Nasreen* 56
GAMLL *Graded assessments in Urdu* 18
Haq, A *Urdu/English dictionary* 37
Houlton, D et al *All our languages - a handbook for the multi-lingual classroom*, Edward Arnold, 1985 4
Jang 50
Johnson, F, Johnson, L A and Dykstra, G *Stick figure drawing for language teachers*, Ginn & Co, 1971 38
Khan, M S *Razia ka khandan* 55
Khan, T et al *Urdu Boliye-Teacher's notes*, Language Centre, Brighton Polytechnic 45
Littlewood, W (ed.) *Developing modern language skills for GCSE*, Nelson, 1989 26, 62
Lonergan, J *Video in language teaching*, CUP, 1984 48
Lonergan, J *Making the most of your video camera, CILT, 1990* 48
Maley, A and Duff, A *Drama techniques in language teaching*, CUP, 1983 48
Martin, K et al *Samiya stories*, MEGSS 55
Martin, K et al *Five minute stories*, MEGSS 55
Matthews, D, Shackle, C and Hussain, S *Urdu literature*, Urdu Markaz 32
Molteno, M *Teaching Britain's community languages*, CILT, 1986 53
Molteno, M and Russell, R 'Community languages' in *Languages in schools: from complacency to conviction*, (ed) D Phillips, CILT, 1988 4
Molteno, M and Russell, R (eds) *Murjhae hue phul* 56
Mubashar, S *Gyara unvan* 35
Mubashar, S *Mera nam Shakila hai* 56
Naim, C M (ed) *Annual of Urdu Studies* 68
Nirali Kitaben - series 7, 57
Nirali Kitaben - *Shuru se likhna* 22
Pattison, P *Developing communication skills*, CUP, 1987 16
Platts, J *Urdu, classical Hindi and English dictionary* 37
Ravi 50

Russell, R *A new course in Urdu and spoken Hindi*:	
Part I	7
cassette	45
Teacher's Guide	14
Part II: Outline of grammar and common usage	12
Part III: Rapid Readings	56
Part IV: The Urdu Script	21
Russell, R *Essential Urdu, vol II*, SOAS	56
Russell, R *The pursuit of Urdu literature: a select history*, Zed Press (forthcoming)	32
Russell, R *The last four years of Urdu in Britain*, National Language Authority, Pakistan, 1986	68
Russell, R *Teaching Urdu teaching in British* schools, 1985	68
Russell, R (ed) *Urdu in Britain*, Urdu Markaz, 1982	68
Shackle, C (ed) *Urdu and Muslim South Asia: studies in honour of Ralph Russell*, SOAS, 1989	68
Shama	50
Shaw, A and Russell, R (ed) *Maqul javab den*	56
Shaw, A and Russell, R *Teachers' Guide to a new course in Urdu*, SOAS	12
Terraced House Books, Methuen	55
Waller, C *Using your overhead projector and other visual aids*, Fordigraph Division of Ofrex, 1983	44
Wright, A *1000 pictures for teachers to copy*, Collins, 1984	44
Wright, A, Betteridge, D and Buckby M *Games for language learning*, CUP, 1984	16
Yousuf, Q and Molteno, M *Sharing our languages*, Croydon English Language Scheme, 1985	37

Index

A-level 33, 65, 66
access courses 66
acting 13, 39, 49
activities
- communicative 16
- for reading 51
- for speaking and listening 14-15, 49
- in books, 12, 35, 37, 53
- real 31
- with cassettes 47
- with OHP 44
- with pictures 37-39
- with videos 49

adult education 3, 7, 56, 57
Advanced Certificate 65
advanced learners, reading for 37, 53, 57
advice, asking for 7, 8, 10, 67
advisors (languages/primary/multi-cultural) 10, 67
alphabet 19-21
appropriate (materials, tasks) 11-13, 35
Arabic script 22
art 31
assessment 17-18
atmosphere (in class) 8, 49
audience (for writing) 23
authentic
- reading material 57
- tests in GCSE 62

banda machine 40
basic level (GCSE) 61-64
beginners, basic stages 51, 57
bi-lingual
- assistants 66
- pupils 4
- reading 54, 55

blackboard 42
booking equipment 47
books 52-57
- for young children 54
- for older learners 33, 56, 57
- from Britain 32, 34, 54, 55, 56
- from Pakistan, India 34, 35, 57
- home-made 23, 24, 55

bookshops 52-53
Britain, pupils live in 27, 34, 54, 55, 56

budget 9, 52

calligraphy (see also kitabat) 22, 35, 52, 57
cassettes 15, 29, 32, 45-47, 53, 56
choosing books 52
class library 53, 56
classes in Urdu 3-8
collaborative learning 30
colour (in worksheets, OHPs) 40-44
comic-style books 57
communication (in GCSE) 62
communicative activities 16, 62
community 8, 27-31
community classes 3, 8, 28, 47, 64, 67
community languages 3, 53, 66, 67
compulsory (questions in exam) 63-64
confidence building 14, 18, 30, 49,
co-ordinators (ESL/community languages/ multi-cultural) 10, 64
copy book 22
copying 19, 22, 51
councillors 10, 52
course books 12, 45, 53, 62
culture 4, 8, 27-33

decision makers in education 10
degrees 65, 66
departmental links 30, 31, 67
DES (Department of Education and Science) 10
diary (pupil's) 29
dictionary, personal 24, 36
discussions 33, 48, 54
discussion topics 27, 30, 31, 32, 33, 50
displays 20, 22, 30, 31
drama 30, 31, 47-49
dual-language (dual-text) books 53-57

education officers 10
encouragement 31, 47
enjoyment (of learning) 17, 26, 33, 45, 57
ESG (Education Support Grant) 10
evening classes 7
events 23, 31
examinations 60-65
examining groups 61-63
exchanges (with other schools) 23, 29

experiences (learners') 49, 54, 55
expressing opinion 12
external examiner 64
extracts (of books, videos, etc) 45, 48, 50, 51, 56

fashion show 31
flashcards 24, 36
films 12
four skills 11, 30
functions (of language) 11, 12, 17
further education colleges (FE) 7

games, for literacy 14, 20, 24, 37-39
GCSE 3, 61-64, 65
GOML (Graded Objectives in Modern Languages) 18
governors 10
grading 14, 35
graded worksheets 40
grammar 12, 48, 62
grants 8
group learning 13, 14, 47, 48, 49
guided listening 15, 46
guided reading 25-26, 50-51

handwriting (*see* script)
head of department 7, 47, 61, 64
head of school 10
headlines 44, 46, 51
higher level (GCSE) 63, 64
HMI (Her Majesty's Inspectors) 10
home language 14, 15

independent reading 53, 56
in-service training 8, 67
Institute of Linguists 61, 65
integration of skills 30
intensive courses 7
interest, of learners 12, 13, 34, 35, 45, 50
Islamic studies 3, 8
issues (affecting learners) 27, 56, 57

joined-up letters 21

Kitabat (*see also* calligraphy) 22, 50

labels 36
Lancashire College 7, 66
language adviser 7, 10
language survey 5
languages department 7, 10
LEA (Local Education Authority) 10, 18, 53, 67
letters
  - to friends/relatives 28
  - to another school 29
level 14, 32, 35, 52, 53, 63
library 52, 54
licensed teachers 66
listening 14-15, 45-47, 50, 53, 63, 64
lists (of words) 12, 36, 46
literature 32-33, 56-57
liveliness (of materials/presentation) 47, 54, 56

magazines 30, 38, 43, 50, 57
materials 34-37, 52-55, 67
meaning
  - in reading 19, 25-26, 50-51
  - in writing 23, 24
methods
  - for spoken language 14-16
  - for literacy 20-22
mime 39
minister of education 10
mixed levels 40, 49
money (for books, materials) 47, 52, 53, 58
mono-lingual pupils 4
motivation 4, 31
music 31, 33

name cards 20
naskh 22
nastaliq 22
national curriculum 10
national government bodies 10
natural language 45, 48
needs of learners 4, 11, 12, 60
  - of teachers 9
news items 46
newspapers 30, 50
non-fiction 53, 57
notices 24, 36, 57
novels 32, 33, 50, 53, 57

OHP (over-head projector) 42-44
older learners 15
oral examination 64
ordering books 52-54

pairs, practise in 17, 36, 37, 51
'Pakeezah' 33
Pakistan, books from 34, 57
Panjabi 14, 15
Panjab Board Readers 57
past papers (for exams) 61, 63
performance videos 49
phonic method 36
photocopying 40, 50
photographs 29, 55
picture cards 38
picture games 37
pictures 25, 30, 37, 38, 39, 43-44, 51, 57
planning
  - lessons 12, 13
  - syllabus 17
poetry 15, 31, 32
positive marking 62
post GCSE courses 65
Postgraduate Certificate of Education 66

practising
- new language 12, 13, 38
- speaking 37
- speaking and listening 14, 16
- writing 22, 36
Preliminary Certificate (Institute of Linguists) 61
preparing lessons 12, 13, 48
primary schools 3, 5, 28, 36, 67
principals (of FE College etc.) 10
principles (of reading) 26
progress of learners 17, 18
projects 23, 30
projector (OHP) 42, 43
provision (of classes) 3
purposes (of books) 53

qaida 19, 52

readers (simple books) 53
reading
- activities 51
- aloud 25-26
- first lesson in 20
- materials 33, 50, 51
- methods of teaching 25, 26, 33
- reasons for 25, 33, 50
- schemes 57
- tests 63, 64
- with other activities 33, 47
real experiences 27-31
real-life situations 16, 30, 47, 62
recording (cassettes) 13, 17, 45, 46, 51
record of progress 18
reference books 53
reinforcement of language 13
religion 8, 27
repetition 12, 14
residential courses 7
resources 34-59
reviews of books 56
role play 16, 49
Royal Society of Arts, 67

script 4, 19-22, 50, 54, 58-59
second modern language 6
secondary age pupils, books for 34, 56
secondary schools 3, 4, 5, 6
sentence patterns 11-13
set books 33
sharing
- experience, ideas 3, 8, 62, 67
- materials 42
silent reading 26
situations 11, 12
software for word-processors 58-59
songs 31, 32, 54
sounds of letters 20
South Asian dinner 31
speaking 14-15, 47-49, 53, 63, 64
spelling 24
status of Urdu 9, 54, 58
stick-figure drawing 38
stories, story-telling 15, 33, 44, 45, 47, 50, 51
structure words 36
students' magazine 51
suitable (reading) materials 34-35, 56
support for Urdu teaching 10
surveys 16, 28, 30
syllabus 17, 35, 62, 64

teacher pay 8, 9
teaching qualifications 66
taster lessons 6
timetable 3, 6, 9
Tower Hamlets course 7
traditional stories 54
training for teachers 7, 8, 67
transparencies 42-44
typewriters 58
twilight classes 3

'Umrao Jan Ada' 33, 65
understanding 15, 25, 45, 46, 48, 57, 63
university courses 65
University of York 67

variety of activities 13, 35
videos 13, 15, 47-49
visitors to class 28
visits
- by class 28, 29, 31
- to Pakistan, India 29, 50, 57

wallcharts 20, 36
withdrawal groups 3
wordcards 36
word processors 58
word recognition 36
words
- common 36
- difficult/new 25, 33, 57
- lists of 36
- on specific topics 51
- whole 20, 36
'work-in-progress' videos 49
worksheets 22, 40-42, 51, 62
worksheet bank 42
writing
- exercises 23, 41, 42
- first lesson in 20
- methods 20-24
- stories, books 55, 56
- with other activities 47, 49

Notes

URDU

اُردو

By
Sughra B Choudry Khan and
Marion Molteno

This guide offers teachers of Urdu a wealth of practical suggestions on how to make their teaching lively and interesting, and how to adapt to the needs of learners in Britain. It uses established principles of language teaching to guide teachers in how to take advantage of the fact that Urdu is widely spoken in local communities.

***Sughra B Choudhry Khan**, a British born teacher, was formerly Co-ordinator for Community Languages in the London borough of Waltham Forest and is one of the pioneers of modern methods of Urdu teaching in Britain.*

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